TN Part C, State Performance Plan

State of Tennessee
Department of Education
Division of Special Education
2005 – 2011
Revised: 2/1/13

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State Performance Plan: Part C

TENNESSEE
State

Overview of the Revised SPP, submitted February 1, 2007, as it relates to the 2005-2006 Annual Performance Report Development, also submitted February 1, 2007.

The original Part C, IDEA State Performance Plan (SPP) for Tennessee was developed in conjunction with and approved by the State's Interagency Coordinating Council.

In order to complete this revised SPP and the 2005-2006 APR document:

1. Data was gathered from the Federal Data Reports, state data reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups. The Office of Data Services reformatted the information into tables that could be used for completion of the indicators.

2. The SPP Chairperson was asked to be responsible for the overall completion and submission of the document.

3. Each Cluster was assigned a chairperson for overall management and accountability as well as specific timelines for completion.

4. Each indicator was assigned a primary person who was responsible for core communication with the stakeholders of that group and ensuring that all information and suggestions were considered in the development and finalization of that indicator. Division personnel were assigned to various indicators and personnel from other departments, were asked to be a part of the various indicator groups.

5. Deadlines for review dates, draft presentations and meetings were established along with determining who should be in attendance at each meeting.

6. Meetings were held on a regular basis with the cluster and indicator chairpersons to ask and answer questions, review data and indicator progress of various indicators and clarify any issues.

7. In addition to the regular meetings, some of the indicator groups had additional meetings.

8. This revised SPP and the 2005-2006 APR will be made available to the public throughout the state via our website, http://tennessee.gov/education/speced/TEIS/tools.htm . These reports will provide the public with Tennessee's progress and/or slippage pertaining to the Targets located in this SPP.

9. The public will be made aware of the status of each Early Intervention Service Program's performance as it relates to the Targets located in Tennessee's SPP. Tennessee's Program Improvement Plan Tracker (PIP Tracker) provides the status of compliance for the most recent APR submission as well as the history from the original submission of the Self-Assessment/ Program Improvement Plan of each reporting agency. Agency PIP Trackers will be posted via our website: http://tennessee.gov/education/speced/TEIS/tools.htm .

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development established FFY 2004 (2004-2005):

The Part C State Performance Plan (SPP) for Tennessee was developed in conjunction with the State Interagency Coordinating Council as the primary stakeholder group. The Council was augmented to provide broader community representation. This augmentation included participation by the ARC of Tennessee, the Disability Education Coalition, the Parent Training and Information Center, Family Voices, the Governor's Office of Children's Care Coordination, and Tennessee Infant Parent Services. The process was initiated through a special called meeting of the ICC stakeholder group to review the SPP indicators, process, and requirements. Division of Special Education (DSE) Office of Early Childhood (OEC) Early Intervention (EI) Consultants assumed lead roles for specific indicators and stakeholder group members identified indicators of interest to them. DSE Consultants collected and compiled data related to the indicators and e-mail communication was maintained with stakeholder group members. Draft of indicators were presented at the regular quarterly meeting of the ICC in October 2005 for feedback and input on proposed targets. In addition, at this meeting, the stakeholder group outlined a plan for future input in the implementation of this SPP and subsequent Annual Performance Reports (APRs). Communication continued through e-mail and a final draft of the document was sent to all stakeholder group members for endorsement on November 15, 2005.

Tennessee's SPP will be disseminated throughout the state via the Lead Agency website, http://www.state.tn.us/education/speced/TEIS/, presentation at Local Interagency Coordinating Council (LICC) meetings for each of the nine TEIS districts, and at the statewide Special Education Conference (March 2006).

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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Indicator 1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Account for untimely receipt of services, including the reasons for delays.

Overview of Issue/Description of System or Process:

The Lead Agency conducted a focused review in September 2005 to collect data to address this indicator. This process consisted of a review of 5% of the records for children with IFSPs in each of the nine TEIS Point of Entry offices. These were records of children who had an Initial IFSP conducted in the time frame of 7/1/2004 – 6/30/2005. Two critical points in time were tracked for each service in the records reviewed. The dates were:

1. Date of the IFSP that authorized the specific service, and
2. Date the specified service was first delivered.

For the purpose of this review, "timely" was defined as 30 calendar days from the signing of the IFSP. This will continue to be utilized as the proposed definition of timely for TEIS pending the finalizing of State Regulations to make this timeline official.

Also, for the purpose of this focused review, the data gathered was specific to those children whose services were paid for by TEIS, either as "Payor of Last Resort" or "Sole Payor". With implementation of the new Tennessee Early Intervention Data System (TEIDS), the State will have ready access to data to demonstrate performance in timely service delivery by all providers and payor source. Service providers will be required to record attendance for all sessions of services specified on the IFSP in the new data system.

Baseline Data for FFY 2004 (2004-2005):

Table 1.1: Statewide Totals for Percent of Early Intervention Services in a Timely Manner

	Number of Children	Number of Services Delivered in a Timely Manner	Percent
Assistive Technology	10	4	40
Audiology	4	4	100
Family Training	12	11	92
Occupational Therapy	46	29	63
Physical Therapy	34	22	65
Psychological	8	4	50
Respite Care	1	1	100
Special Instruction	33	28	85

Speech Language	123	104	85
Transportation	35	30	88
Vision	2	1	50
OES	6	6	100

Timely Delivery of Services
7/1/2004 to 6/30/2005
Statewide Totals for Percent of Early Intervention Services Delivered in a Timely Manner
by Early Intervention Service

	Assistive Technology	Audiology	Family Training	Occupational Therapy	Physical Therapy	Psychological	Respite Care	Special Instruction	Speech Language	Transportation	Vision	OES
Series1	40	100	92	63	65	50	100	85	85	88	50	100
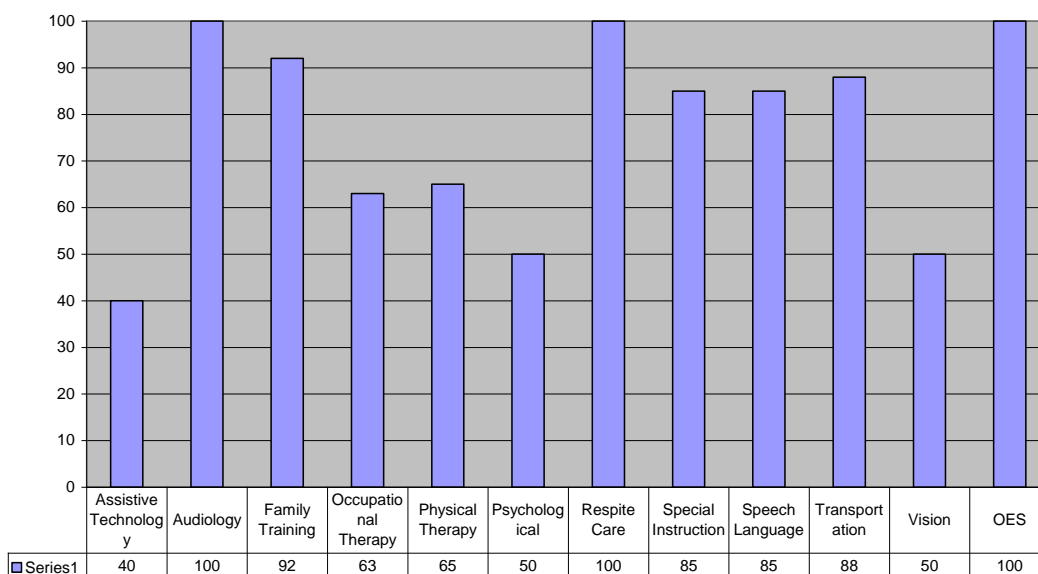
Table 1.2: TEIS District Total for Percent of Early Intervention Services in a Timely Manner

	Total Number of Children	Number of Services Delivered in a Timely Manner	Percent
1st	26	22	85
ET	75	56	75
SE	31	12	39
UC	21	20	95
GN	51	32	63
SC	39	34	87
NW	15	13	87
SW	11	11	100
MD	45	44	98
Statewide	314	244	78

Timely Delivery of Services
7/1/2004 to 6/30/2005
TEIS District Totals for Percent of Early Intervention Services Delivered in a Timely Manner

	1st	ET	SE	UC	GN	SC	NW	SW	MD
☐ Series1	85	75	39	95	63	87	87	100	98
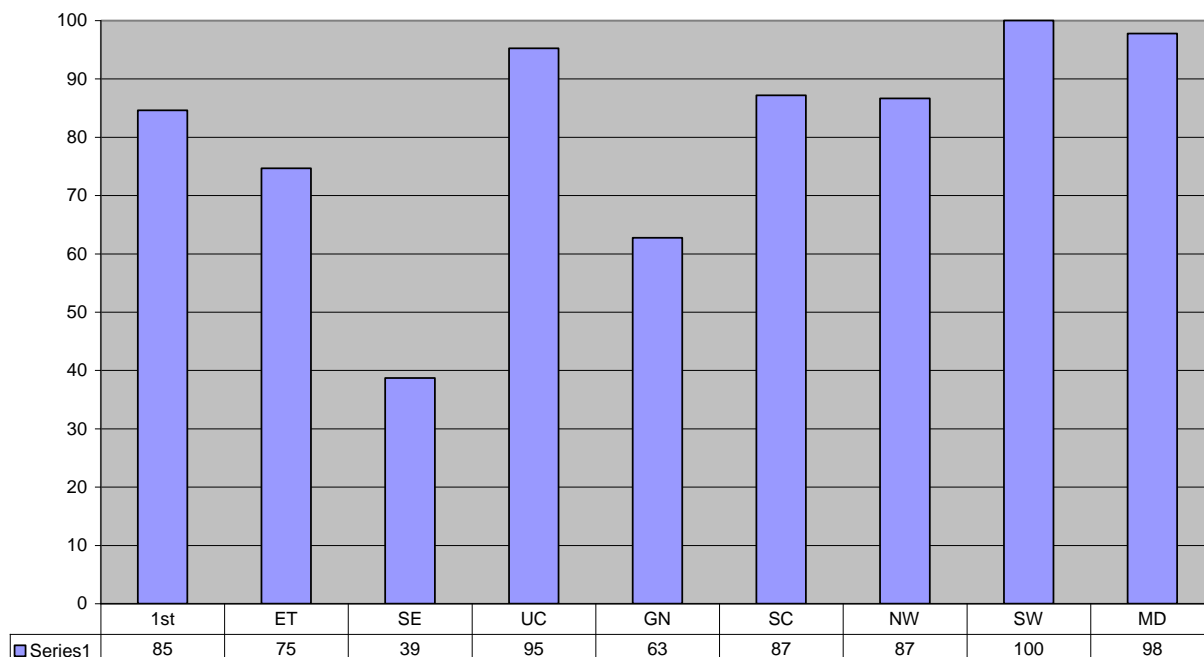
Discussion of Baseline Data:

Table 1.1: Statewide total for percentage of early intervention services received in a timely manner was calculated by the following formula: Total number of children receiving early intervention services in a timely manner divided by the total number of children receiving early intervention services. Results indicate that 40% (4 out of 10) of Assistive Technology services ; 50% of psychological (4 out of 8) and vision services (1 out of 2); 63% of Occupation Therapy (29 out of 46); 65% of Physical Therapy (22 out of 34); 85% of Special Instruction (28 out of 33) and Speech Language (104 out of 123); 88% of Transportation (30 out of 33); 92% of Family Training (11 out of 12); 100% of Audiology (4 out of 4), Respite Care (1 out of 1) and Other Early Intervention Services (6 out of 6).

Table 1.2: District Totals for percentage of early intervention services in a timely manner was calculated by the following formula: Total number of children receiving early intervention services (duplicated) divided by total number of children receiving early intervention services (duplicated). Results indicate that 39% of South East (SE) (12 out of 31); 63% of Greater Nashville (GN) (32 out of 51); 75% of East Tennessee (ET) (56 out of 75); 85% of First Tennessee (FT) (22 out of 26); 87% of South Central (SC) (34 out of 39) and Northwest (NW) (13 out of 15); 95% of Upper Cumberland (UC) (20 out of 21); 98% of Memphis Delta (MD) (44 out of 45); and 100% of South West (SW) (11 out of 11). Statewide total is 78% (244 out of 314)

No services were reported for Health, Medial, or Social Work.

Reasons noted for delay in timeliness of services:
- Assistive Technology: need to fit equipment prior to ordering.
- Therapy services: lack of providers, delay in insurance approvals or denials, family's preference for therapist, delay in obtaining physician's orders
- Family reasons: child or family illness

In closing, statewide for early intervention services provided in timely manner is 78%. Data from Districts ranged from low of 39% (SE) to high of 100% (SW). Statewide, Assistive Technology was the lowest service (40%) for being provided in a timely manner. Audiology, Respite Care, and Other early intervention services were the highest services (100%) for being provided in a timely manner.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2006 (2006-2007)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2007 (2007-2008)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2008 (2008-2009)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2009 (2009-2010)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2010 (2010-2011)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timeline	Resources
Disseminate information regarding timeliness of service provision (30 days from parent signature on IFSP) by posting SPP Report on State's website for public access. Inform community through upcoming 9 District LICC meetings when SPP has been posted for access and use in their CIMP activities.	January 2006	Public Awareness Coordinator, DSE TA Staff, State Parent Organizations
Improve procedures for on-going tracking of performance data for timeliness of service delivery. This will include modification of current data system, incorporating tracking element in the upcoming TEIDS data system and monitoring submissions of local Program Improvement Plans (PIP) and Annual Performance Report (APR).	Begin December 2005	TEIDS Coordinator, TEIS Technical Project, DSE Monitoring Coordinator
Revised State Monitoring procedures to require the reporting of timeliness for service provision through submission of PIPs and APRs.	December 2005	DSE and DMRS TA Staff

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around timely initial IFSPs, including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2006	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report

the accuracy of data they submit to the State.		Submissions, TEIS POE Project Coordinators, Contract Coordinators, and Principal Investigators
Data verification regarding "reasons of delay" via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timeliness pending recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Utilize regularly the *Timely Delivery of Services Report* generated by TEIDS to track timely service delivery in order to address possible system issues.	Began March 2008 and ongoing	TEIS POE Leadership personnel
Utilize *Timely Delivery of Services Report* generated by TEIDS for annual compliance monitoring of EIS programs.	Data pulled on August 20th for the fiscal year	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	August/September for the fiscal year	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify data fidelity.	September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultants

Issue written finding where noncompliance is discovered.	September for the fiscal year	Part C Monitoring Coordinator, Director
Develop a Corrective Action Plan (CAP) for approval when there is a written finding.	September for the fiscal year	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Utilize the *Timely Delivery of Services Report* generated by TEIDS for compliance tracking relative to correction when an EIS program has a CAP.	Monthly, until correction achieved	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	Monthly, until correction achieved	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify data fidelity.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultants
Issue written letter of correction when compliance has been achieved.	Date correction validated	Part C Monitoring Coordinator, Director
Provide DSE technical assistance to TEIS-POEs as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	DSE monitoring personnel, other DSE personnel depending on TA needs/requirements

REVISION MADE TO SPP: 2/1/10

Improvement Activities/Timelines/Resources established FFY 2008 (2008-2009)

Activity/ Action	Timelines	Resources
Monitoring through TEIDS for reporting guidelines associated with timely service delivery for part-time personnel.	Spring 2009 and ongoing	DSE Personnel, POE Direct Services Managers and/or District Administrators
Coach part-time personnel when problems are identified	Spring 2009 and ongoing	POE Direct Services Managers and/or District Administrators
Include information in Vendor packet materials relative to TN's definition for timely delivery of services and guidelines for documenting service delivery in TEIDS.	May 2009 and ongoing for new Vendors	Central Reimbursement Office, DSE Data Manager, POE Direct Services Managers and/or District Administrators

REVISION MADE TO SPP: 2/1/11

As the state does not report 100% compliance for Indicator 1, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities detailed below. The SPP has been updated to reflect the addition of these new activities.

State Performance Plan: Part C

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Monitor the effectiveness of early intervention providers and vendors in relation to timely service delivery	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) data managers, and monitoring personnel
Assign OEC Training personnel to each EIRA as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on timely delivery of service, natural environment, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Utilization of early intervention service providers will be based on performance of timely service delivery.	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.
Conduct program analysis for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Develop a reporting structure to ensure consistent data management and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, and OEC Data Managers
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager; OEC Data Managers
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS POE District Administrators and Leadership

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Activity Status
Monitor the effectiveness of early intervention providers and vendors in relation to timely service delivery	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, and Monitoring personnel	Ongoing activity that is now integrated into routine processes. OEC Data Managers pull and clean service delivery data monthly. Reports are provided to the POE District Administrator and leadership in order to monitor timely service delivery; addressing service provider issues where found.
Assign OEC Training personnel to each Early Intervention Resource Agency (EIRA) as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed. As of August 2010, each EIRA has a specific OEC Trainer as their point of contact for training and technical assistance.
Conduct program analysis for EIRAs relative to performance on timely delivery of service, natural environment, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel	Completed in Fall 2010. Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district

			TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel. Process for EIRA program analysis has been modified. See new activity established below under *Revisions to Improvement Activities*.
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff	Completed. A cyclical schedule has been established.
Utilization of early intervention service providers will be based on performance of timely service delivery.	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.	Remove this activity established in the FFY 2009-2010 APR as the Lead Agency does not make decisions solely on this criterion alone.
Conduct an internal review for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	OEC Accountant, CRO personnel	Ongoing activity. An internal review process was initiated during Fall 2011 for early intervention vendors who provide developmental therapy. The reviews consisted of TEIDS Service Log entries for adherence to TEIS operations standards.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed. The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be

the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.			'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	Part C Monitoring Coordinator, State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes. The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes. Based on annual monitoring data, it is believed that the re-structure of these positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly; providing information to POE leadership where issues can be more promptly addressed.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

As the state does not report 100% compliance for Indicator 1, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the removal of one activity and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)

Activity/ Action	Timelines	Resources
The internal review (Program Analysis) for EIRAs has been modified to the following components: Annual Activities Review of program licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable. Bi-Annual Activities Review of program's adherence to the TEIS Operations Manual addressing the following elements related to service delivery: timeliness of service delivery, the entering of service logs into the child's educational record (TEIDS), service log format, completed developmental assessments used at annual IFSPs, and service delivery based on IFSP frequency and intensity, The full OEC Training Team discusses program results upon completion of review. The designated Trainer for the EIRA then reviews program results with the appropriate TEIS District Administrator and develops a plan to address any training needs found. The designated Trainer also meets with the EIRA Director to review analysis results and implements training where determined needed. As of November 2011, OEC Trainers have completed annual internal review activities for EIRAs in all nine TEIS districts. EIRAs in FT, SE, and SW TEIS districts have participated in the bi-annual review processes. The internal review is currently in process for EIRAs in ET	Begin July 2011 and ongoing	Office of Early Childhood (OEC) Central Reimbursement Office (CRO) personnel, OEC Account, OEC Training Workforce Development Coordinator and Training personnel
Revise the Delegated Purchase Authority document for early intervention service providers paid through a vendor agreement. Revisions will contain more explicit language relative to timely service delivery, use of TEIDS service logs for documenting service delivery, and will require documentation of credentials and proof of professional liability insurance for FFY 2012-2013 contract year.	Begin Fall 2011	Office of Early Childhood Director, Central Reimbursement Office personnel, and OEC Accountant working with DOE fiscal personnel, Part C Monitoring Coordinator
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011. TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.	February 2012	OEC Trainer, Part C Monitoring Coordinator, OEC Director, OEC Accountant, TEIS-POE District Administrators, OEC Data Managers

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==REVISION MADE TO SPP: 2/1/13==

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Activity Status
The internal review (Program Analysis) for EIRAs has been modified to the following components: Annual Activities Review of program licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable. Bi-Annual Activities Review of program's adherence to the TEIS Operations Manual addressing the following elements related to service delivery: timeliness of service delivery, the entering of service logs into the child's educational record (TEIDS), service log format, completed developmental assessments used at annual IFSPs, and service delivery based on IFSP frequency and intensity, The full ECIP Training Team discusses program results upon completion of review. The designated Trainer for the EIRA then reviews program results with the appropriate TEIS District Administrator and develops a plan to address any training needs found. The designated Trainer also meets with the EIRA Director to review analysis results and implements training where determined needed.	Begin July 2011 and ongoing	Early Childhood IDEA Programs (ECIP) Central Reimbursement Office (CRO) personnel, ECIP Account, ECIP Training Workforce Development Coordinator and Training personnel	Activity completed, now integrated into routine processes. Annual activities are carried out through the CRO. Bi-annual reviews are conducted and training needs determined based on: state and local program results; TEIS priorities; and availability of personnel resources.
Revise the Delegated Purchase Authority (DPA) document for early intervention service providers paid through a vendor agreement. Revisions will contain more explicit language relative to timely service delivery, use of TEIDS service logs for documenting service delivery, and will require documentation of credentials and proof of professional liability insurance for FFY 2012-2013 contract year.	Begin Fall 2011	Early Childhood IDEA Programs Director, Central Reimbursement Office personnel, and ECIP Accountant working with DOE fiscal personnel, Part C Monitoring Coordinator	Activity completed, now integrated into routine processes. Revision to DPA and Delegated Grant Authority (DGA) documents now require personnel background checks.
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011.	February 2012	ECIP Trainer, Part C Monitoring Coordinator, ECIP Director, ECIP Accountant, TEIS-	Activity completed. See Overview of the APR Development (p. 3-5) for additional

TEIS-POE District Administrators along with ECIP Data Managers will be present and will assist the Central Office with the notification of all EIS providers. ECIP Central Reimbursement personnel will also attend training.		POE District Administrators, ECIP Data Managers	information.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 1, including timelines and resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

> **Measurement:** Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Overview of Issue/Description of System or Process:

The process to address Indicator 2 consisted of an analysis of the 2004, 618 program setting data:
1. Home setting data: by birth to 1 year and birth to 3 years at both the state and district level.
2. Community setting data: by birth to 1 year and birth to 3 years at both the state and district level.
3. Combined Home and Community setting data: by birth to 1 year and birth to 3 years at both the state and district level.

Data for elements specified above were compared with the total number/percentage of program setting data for all children. Tennessee tracks setting data in the following categories:
❑ Home
❑ Community (formerly identified as "Programs Designed for Typically Developing Children")
❑ Other – which includes: Programs Designed for Children with Developmental Delay
  Service Provider Location
  Hospital
  Residential

Tennessee 618 Child Count Data was then compared to 2001 national data for program settings produced, July 2004 by Westat, "*Profiles of Part C Programs in States and Outlying Areas*", for children birth to 3 years of age in the following categories:
❑ Home
❑ Community
❑ Home and Community settings combined

Input was gained from State ICC stakeholders regarding Indicator 2. Two meetings with stakeholders were held in September and October with e-mails updating stakeholders regarding work progress.

Baseline Data for FFY 2004 (2004-2005):

Table: 2.1

618 Data by State and District: Primary Setting for Children *Birth to 1 Year* 2004										
Primary Setting	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home	401 (76%)	26 (79%)	64 (65%)	56 (84%)	36 (84%)	50 (73%)	54 (81%)	32 (78%)	17 (65%)	66 (80%)
Community	21 (4%)	0	3 (3%)	2 (3%)	0	5 (7%)	1 (2%)	1 (2%)	1 (4%)	8 (10%)
Combined:										

Home and Community	422 (80%)	26 (79%)	67 (68%)	58 (87%)	36 (84%)	55 (80%)	55 (82%)	33 (80%)	18 (69%)	74 (90%)

% = # in setting category divided by total # in all setting categories
Table 2.1 reports 2004, 618 data for the "primary" program settings of home, community, and home and community combined for children who are *birth to 1 year of age*.

Home setting: Statewide, children were receiving early intervention services in their home as the primary setting for services 76% of the time. District data for the home setting reveals a range of low, 65% (ET and SW districts) to high, 84% (SE district).

Community setting: Statewide, children were receiving early intervention services in a community setting as the primary setting for services 4% of the time. District data for community setting reveals a range of low, 0% (FT and UC districts) to high, 10% (MD district).

Home and Community settings combined: Combining these two natural environment program settings identified by OSEP, 618 data reveals that 80% of children (birth to 1 year), statewide, were receiving early intervention services within their natural environment as the primary program setting. Data by district for both home and community combined reveals a range of low, 68% (ET district) to high, 90% (MD district) of children receiving early intervention services within their natural environment as the primary setting.

Table 2.2

618 Data by State and District: Primary Setting for Children *Birth to 3 Years* 2004										
Primary Setting % National Average	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home 78%	2412 (61%)	192 (65%)	370 (46%)	192 (55%)	202 (68%)	459 (67%)	316 (60%)	133 (64%)	95 (53%)	453 (73%)
Community 4%	421 (10%)	40 (14%)	92 (11%)	40 (11%)	9 (3%)	70 (10%)	49 (9%)	27 (13%)	23 (13%)	71 (11%)
Combined: Home and Community 82%	2833 (71%)	232 (79%)	462 (57%)	232 (66%)	211 (71%)	529 (77%)	365 (69%)	160 (77%)	118 (66%)	524 (84%)

% = # in setting category divided by total # in all setting categories
Table 2.2 reports 2004, 618 data for the "primary" program settings of home, community, and home and community combined for children who are *birth to 3 years of age*.

Home setting: Statewide, children were receiving early intervention services in their home as the primary setting for services 61% of the time. District data for the home setting reveals a range of low, 46% (ET district) to high, 73% (MD district).

Community setting: Statewide, children were receiving early intervention services in a community setting as the primary setting for services 10% of the time. District data for the community setting reveals a range of low, 3% (UC district) to high, 14% (FT district).

Home and Community settings combined: Combining the two natural environment program settings identified by OSEP reveals that 71% of children (birth to 3 years), statewide, were receiving early intervention services within their natural environment as the primary program setting. Data by district for both home and community combined reveals a range of low, 57% (ET district) to high 84% (MD district) of children receiving early intervention services within their natural environment as the primary program setting.

Table 2.3

2004 Tennessee 618 Program Setting Data compared with 2001 National 618 Program Setting Data Birth to 3 Years										
Primary Setting % National Average	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home 78%	- 17	- 13	- 32	- 23	- 10	- 11	- 18	- 14	- 25	- 5
Community 4%	6	10	7	7	-1	6	5	9	9	7
Combined: Home and Community 82%	- 11	- 3	- 25	- 16	- 11	- 5	- 13	- 5	- 16	2

TN difference from baseline = % in setting category – % national baseline for setting category
Table 2.3 reflects 2004, 618 data for Tennessee program settings in comparison with the respective 2001 national data for children who are birth to *3 years of age*.

Home setting: The national average for children receiving services in the home as their primary setting is 78%. As a state, Tennessee falls below that national average at 61% or -17. District wide, the average below the national average ranges from high of -5 (73%) in MD to low of -32 (46%) in ET.

Community setting: The national average for children receiving services in a community setting as their primary setting is 4%. As a state, Tennessee falls above that national average at 10% or +6. One district (UC) falls below the national average at -1 (3%). All other eight districts fall above the national average ranging from high, +10 (14%) in FT to low, +5 (9%) in SC.

Home and Community settings combined: The national average for children receiving early intervention services in a natural environment setting as their primary setting is 82%. As a state, Tennessee falls below the national average at 71% or -11. District wide, MD falls above the national average at +2 (84%). The other eight districts fall below the national average ranging from high, -3 (79%) in FT to low, -25 (57%) in ET.

Discussion of Baseline Data:

When interpreting 618 data for program settings it is critical to understand that this data identifies the "primary setting" where a child receives early intervention services. "Primary Setting" is defined by OESP as being the setting in which a child receives the most amount of early intervention services. A child may receive more than one early intervention service and in various locations. 618 data specifically identifies the primary location/setting for those services.
As a summary the findings for 618 program setting data for home, community, and home and community settings combine reveals:

Table 2.4

Summary of Findings for Programs Settings for Children Birth to 1 Year of Age.		
Primary Setting:	**State Findings**	**District Findings**
Home	76%	9 Districts range from low, 65% to high, 84%.
Community	4%	9 Districts range from low, 0% to high, 10%.
Combined: Home and Community	80%	9 Districts range from low, 68% to high, 90%.

Table 2.4 provides a summary of findings from 2004 Tennessee 618 Child Count Data regarding the percentage of early intervention services provided in the home, community, home and community

combined as the primary setting for children birth to 1 year of age. There is currently no national data available to use as a comparison for Tennessee with other states for this population of children.

Table 2.5:

Summary of Findings for Programs Settings for Children Birth to *3 Years of Age*.		
Primary Setting: % National Average	**State Findings**	**District Findings**
Home 78%	Below national average at 61% (-17).	All 9 districts fall below national average ranging from high, -5 (73%) to low, -32 (46%).
Community 4%	Above national average at 10% (+6).	• One district below national average at -1 (3%). • Eight districts above national average ranging from high, +10 (14%) to low, +5 (9%).
Combined: Home and Community 82%	Below national average at 71% (-11).	• One district above national average at +2 (84%). • Eight districts below national average ranging from high, -3 (79%) to low, -25 (57%).

Table 2.5: provides a summary of findings from 2004 Tennessee 618 Child Count Data in comparison with national data regarding the percentage of early intervention services provided in the home, community, home and community combined as the primary setting for children birth to 3 years of age.

REVISION MADE 2/1/08: Based on Tennessee's February 1, 2007 Annual Performance Plan (APR), targets for subgroup (birth-to-one year) have been eliminated in the State Performance Plan (SPP). This adjustment was made to align reporting specific to the indicator measurement.

FFY	Measurable and Rigorous Target	
2005 (2005-2006)	Birth to 1 year of age: Target set for 81.67% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 73.34% (increase of 2.34%) for Home and Community settings combined.
2006 (2006-2007)	Birth to 1 year of age: Target set for 83.34% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 75.68% (increase of 2.34%) for Home and Community settings combined.
2007 (2007-2008)	Birth to 1 year of age: Target set for 85.01% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 78.02% (increase of 2.34%) for Home and Community settings combined.
2008 (2008-2009)	Birth to 1 year of age: Target set for 86.68% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 80.36% (increase of 2.34%) for Home and Community settings combined.
2009 (2009-2010)	Birth to 1 year of age: Target set for 88.35% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 82.70% (increase of 2.34%) for Home and Community settings combined.
2010 (2010-2011)	Birth to 1 year of age: Target set for 90.02% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 85.04% (increase of 2.34%) for Home and Community settings combined.

Targets for the combined program settings of home and community as these both are identified as natural environment settings by OSEP. In its annual review of progress/slippage of these targets, Tennessee will continue to review individual setting data by home and community also, comparing the State's ranking with national data for the birth to 3 year old populations.

State Performance Plan: Part C

TENNESSEE

State

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Post SPP Report on State's website for public access.	January 2006	Public Awareness Coordinator
Inform community through upcoming 9 District LICC meetings when SPP has been posted for access and use in CIMP activities.	Begin January 2006	DSE TA Staff
Establish state-wide task force to develop service guidelines. The charge of the task force will be to detail process/procedures for IFSP decision making around the provision of early intervention services. This would include a focus towards increasing the provision of services within the context of home and community settings.	Begin September 2005. Guidelines to be completed by May 2006.	TN Part C Director and DSE staff.
Provide training to early intervention community regarding service guidelines.	June – July 2006	DSE Staff
Ensure sub-contract language for early intervention providers is line with service guidelines.	2006-2007 subcontracts	TEIS District Project Coordinators
Monitor targets set through annual December 1, 618 Child Count.	Begin spring 2006 for December 1, 2005 Child Count.	TN Part C Director and DSE staff.
Report status of targets through APR submission to OSEP.	Begin March 2007 and ongoing annually.	TN Part C Director and DSE staff.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Draft Service Parameters (formerly service guidelines) were developed for early intervention service providers studying natural environment issues.	Sept. 2006	GOCCC, Stakeholder Participation, DSE Staff
Stakeholder group was assembled to address natural environment compliance concerns.	Oct./Nov. 2006	GOCCC, Stakeholder Participation, DSE Staff
GOCCC's work to review and make recommendations related to TN's Part C system.	Finalized by Feb. 2007	Part C Director, Part C Coordinator, GOCCC Personnel
Recommendations from GOCCC implemented in timely fashion.	July 1, 2007	GOCCC, Stakeholder Participation, DSE Staff
Based on significant compliance concerns ET early intervention district has been required to restructure local leadership team to more consistently implement state policies and procedures.	Jan 1, 2007	GOCCC, DSE Staff, ET TEIS District Leadership Staff

State Performance Plan: Part C

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008):

Activity/ Action	Timelines	Resources
Periodic re-assessment for vendor rate improvements relative to the provision of early intervention services in home and community settings by the Department of Education (DOE), Division of Special Education (DSE) based on resources available and comparable reimbursement rates in TN.	Began October 2007 and ongoing annually	DSE Contract Coordinator, Office of Early Childhood (OEC) Director

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). Although the State exceeded its target, this review resulted in the development of the additional activities below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities detailed below. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Monitor the effectiveness of early intervention providers and vendors in relation to the provision of services in the natural environment	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) data managers and Central Reimbursement Office (CRO), monitoring personnel.
Assign OEC Training personnel to each EIRA as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on natural environment, timely service delivery, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Utilization of early intervention service providers will be based on performance for the provision of services within the natural environment	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.
Conduct program analysis for Vendors relative to performance on natural environment, timely delivery of service, and other quality measures.	Begin Fall of 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Pilot on-site CSEFEL training targeting three EIRAs in East Tennessee. The purpose of this pilot is to enhance the IFSP team's ability to develop high	Fall 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Team; Signal Centers, Emory Valley Center

quality IFSP outcomes. See narrative under <u>Other Activities</u> above for information regarding anticipated impact.		and Sunshine (ARC of Knox Co.), Tennessee Voices for Children personnel
Develop a relationship with Tennessee Association for the Education of Young Children (TAEYC) to educate and better support community childcare providers who serve TEIS infants and toddlers. It is anticipated that improved relations and linkage with this TN early childhood organization will better utilize community childcare programs for serving Part C eligible children within their natural environment.	Fall 2010	OEC Director, Part C Coordinator, TAEYC Board

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (82% Home and Community). The Lead Agency had insufficient time to complete a thorough analysis for possible target revisions. The Lead Agency will utilize technical assistance provided by OSEP and TA Providers in consideration of future targets.

FFY	Measurable and Rigorous Target
2010-2011	85.04% Home and Community
2011-2012	85.04% Home and Community
2012-2013	85.04% Home and Community

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Periodic re-assessment for vendor rate improvements relative to the provision of early intervention services in home and community settings by the Division of School Readiness and Early Learning (DSREL) based on resources available and comparable reimbursement rates in TN.	Began October 2007 and ongoing annually	Office of Early Childhood (OEC) Director	Ongoing, annual activity is integrated into routine processes. Work completed in FFY 2010-2011 for reimbursement rate increases for services rendered in home and community settings was approved for the FFY 2011-2012 contract year. There are no rate increases proposed for FFY 2012-2013.
Monitor the effectiveness of early intervention providers and vendors in relation to the provision of services in the natural environment	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood	Ongoing activity that is now integrated into routine processes. OEC Data Managers pull and clean service delivery data

		(OEC) data managers and Central Reimbursement Office (CRO), Part C Monitoring Coordinator	monthly. Reports are provided to the POE District Administrator and leadership in order to monitor services in the natural environment; addressing service provider issues where found.
Assign OEC Training personnel to each Early Intervention Resource Agency (EIRA) as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed. As of August 2010, each EIRA has a specific OEC Trainer as their point of contact for training and technical assistance.
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on natural environment, timely service delivery, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel, TEIS-POE District Administrators, EIRA Executive Directors and personnel	Completed in Fall 2010. Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel.
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training personnel	Completed. A cyclical schedule has been established.
Utilization of early intervention service providers will be based on performance for the provision of services within the natural environment	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO),	Remove this activity established in the FFY 2009-2010 APR as the Lead Agency does not make decisions solely on this criterion alone.

		and Part C Monitoring Coordinator	
Conduct an internal review for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	OEC Accountant, CRO personnel	Ongoing activity. An internal review process was initiated during Fall 2011 for early intervention vendors who provide developmental therapy. The reviews consisted of TEIDS Service Log entries for adherence to TEIS operations standards.
Pilot on-site CSEFEL training targeting three EIRAs in East Tennessee. The purpose of this pilot is to enhance the IFSP team's ability to develop high quality IFSP outcomes.	Fall 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Team; Signal Centers, Emory Valley Center and Sunshine (ARC of Knox Co.), Tennessee Voices for Children personnel	Completed. Agencies who participated in the 2010 training were offered the opportunity for additional onsite agency training. An application process outlined the requirements for participation. Three EIRA's were selected based on applications received. Two EIRA's focused on center based service provision. One EIRA focused on home based service provision. Each EIRA was provided intensive training through a partnership between TN Voices for Children staff and TEIS Training Workforce Development Staff. Tennessee Voices personnel and TEIS Training personnel who have worked with EIRA agencies have reported to Team Tennessee that the training has provided agency personnel with additional resources to address children's challenging behaviors.
Develop a relationship with Tennessee Association for the Education of Young Children (TAEYC) to educate and better support community childcare providers who serve TEIS infants and toddlers. It is anticipated that improved relations and linkage with this TN early childhood organization will better utilize community childcare programs for serving Part C eligible children within their natural environment.	Fall 2010	OEC Director, TAEYC Board	Completed. As of December 2010, the OEC Director participates as a board member with TAEYC representing Tennessee's Early Intervention System (TEIS) children/families relative to board discussions, initiatives, and conference planning. The board meets bi-annually.

State Performance Plan: Part C

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the removal of one activity and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)

Activity/ Action	Timelines	Resources
Deliver Center for Social Emotional Foundations of Early Learning (CSEFEL) Coach Training to selected Early Intervention Resource Agencies (EIRAs). It is expected that this training will increase resources for the CSEFEL model of service provision in home and community settings by providing selected EIRAs with qualified "coaches" who can work with limited assistance by TN Voices and OEC Training personnel.	Begin November 2011 with expected completion by November 2012	OEC Training Workforce Development Coordinator, OEC Training personnel, TN Voices for Children personnel
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011. TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.	February 2012	OEC Trainer, Part C Monitoring Coordinator, OEC Director, OEC Accountant, TEIS-POE District Administrators, OEC Data Managers

REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Activity Status
Conduct an internal review for vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	ECIP Accountant, CRO personnel	Activity not completed and discontinued. An internal review began Fall of 2011 for vendors who provide developmental therapy. Given the lack of personnel resources and ECIP priorities this activity was not fully completed and will be discontinued. Important note: Tennessee Early Intervention Data System (TEIDS) provides early intervention service providers the capability to internally audit their timeliness of IFSP service delivery, service settings, etc.
Deliver Center for Social		ECIP Training	Activity completed.

State Performance Plan: Part C

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Activity/ Action	Timelines	Resources	Activity Status
Emotional Foundations of Early Learning (CSEFEL) Coach Training to selected Early Intervention Resource Agencies (EIRAs). It is expected that this training will increase resources for the CSEFEL model of service provision in home and community settings by providing selected EIRAs with qualified "coaches" who can work with limited assistance from TN Voices and ECIP Training personnel.	Begin November 2011 with expected completion by November 2012	Workforce Development Coordinator, ECIP Training personnel, TN Voices for Children personnel	10 EIRAs participated in CSEFEL training in Nov 2011. EIRAs created leadership teams, conducted monthly leadership meetings and sent notes on quality benchmarks to TEIS for review. EIRAs were provided materials to support CSEFEL implementation.
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011. TEIS-POE District Administrators along with ECIP Data Managers will be present and will assist the Central Office with the notification of all EIS providers. ECIP Central Reimbursement personnel will also attend training.	February 2012	ECIP Trainer, Part C Monitoring Coordinator, ECIP Director, ECIP Accountant, TEIS-POE District Administrators, ECIP Data Managers	Activity completed. See Overview of the APR Development (p. 3-5) for additional information.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 2, including timelines and resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

    A. Positive social-emotional skills (including social relationships);

    B. Acquisition and use of knowledge and skills (including early language/ communication); and

    C. Use of appropriate behaviors to meet their needs.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Outcomes:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication); and
C. Use of appropriate behaviors to meet their needs.

Progress categories for A., B., and C.:
    a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
    b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
    c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
    d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
    e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for the Three Outcomes:

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:
Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d)] times 100.

> Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.
>
> Measurement for Summary Statement 2:
>
> Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process for FFY 2004 (2004-2005):

An Early Childhood Outcome Committee was formed by the Lead Agency in Fall 2004. This committee was composed of key stakeholders from around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with Tennessee Early Childhood Early Learning Developmental Standards (TN-ELDS). Initial efforts of this group have focused on four major activities (a) reaching consensus about birth through 5 outcomes, (b) selecting a tool/instrument that could be used to measure these outcomes, (c) surveying the field to determine the extent to which this tool or others were being used, and (d) sponsoring initial training on the selected tool/instrument for Part C and Section 619 pilot sites.

The committee chose to adopt the three early childhood outcomes recommended by the Early Childhood Outcomes Center (2005, April) as a preliminary framework to guide their efforts (Note these outcomes are similar, but not identical, to the ones eventually promulgated by OSEP). No final decisions were made by the committee about whether *only* three outcomes would form the basis for the early childhood portion of the outcomes measurement system or whether additional outcomes might be added.

Based on a comprehensive review of existing early childhood measures, including norm-referenced, criterion-referenced, judgment-, and portfolio-based, the committee selected the Assessment, Evaluation, and Programming System (AEPS; Bricker) as one measure that could potentially be used in their child outcomes measurement system. While the committee was deliberating about outcomes and how these outcomes could be measured, they simultaneously conducted a survey of preschool teachers to determine which instruments/tools were being used with young children. (Note the survey did not ask teachers to describe for what purposes these assessment data were being gathered, such as program planning, eligibility determination, progress monitoring). The survey also asked teachers to indicate whether they were using the AEPS. Ninety-one respondents associated with 69 of the 136 school districts or special school districts in TN returned surveys. Survey results showed 99 different tools/instruments were listed (some teachers indicated they used more than one tool/instrument). The types of measures/tools being used vary widely from norm- or criterion-referenced to teacher constructed. Only 13 of the 69 respondents indicated they were using the AEPS.

Subsequent to the decision to explore the use of the AEPS in the TN outcomes measurement system and informed by survey findings, the Early Childhood Outcomes Committee recommended the TN DOE Office of Early Childhood sponsor an AEPS training session for preschool and early intervention providers who would be willing to participate in a pilot project. The pilot project is designed to explore the feasibility, acceptability, and usefulness of the AEPS as a child outcome measure in the TN outcomes measurement system.

It includes statewide representation of Early Intervention System programs and LEA preschools (13 preschool classes and 9 early intervention programs) in the three regions of the state, urban and rural, large and small size, as well as representation of various disabilities.

Initial awareness-level training on the AEPS for the pilot project participants took place on September 14, 2005. Participants in the training expressed the need for additional training/technical assistance in how to administer the AEPS and how to report AEPS data to the state. Pilot activities related to exploring the

usefulness of the AEPS as a child outcome measure need to be further refined and aligned with the proposed project's activities.

The Early Childhood Outcomes Committee has expressed interest in aligning the early childhood measures currently in use in TN (including the AEPS) with the TN-EDLS (Tennessee Early Learning Developmental Standards, http://www.state.tn.us/education/ci/cistandards2001/earlychildhood/ciearlychidcover.htm) and the OSEP child outcomes. To date, however, this has not been accomplished. Although several steps for Developing a Child Outcomes Measurement System have been accomplished in Tennessee, much work remains to be done related to this element of a comprehensive outcomes measurement system.

In September of 2005, Tennessee partnered with Vanderbilt University to submit a GSEG to continue the work it has begun. The GSEG, if received, will target the development of *an integrated outcomes measurement system that includes*

- desired child/family outcomes and associated indicators and evidence statements,
- technically sound measurement approaches and processes;
- policies and procedures related to collection, analysis, and reporting of data, which integrates these data into existing data systems; and
- "manualized" training and technical assistance activities that develop the capacity of professional development and technical assistance providers to deliver meaningful training and TA related to the outcomes measurement system.

At the end of the proposed project, the state will be able to use data about child and family outcomes to demonstrate effectiveness of Part C and 619 services, to make decisions for program improvement, and to submit timely and accurate reports to OSEP (NECTAC, 2005).

Tennessee will work with our SICC, State Advisory Council, and GSEG Leadership, Advisory, and Management Councils on a continuous basis, reporting progress annually and on a six year basis to OSEP. We will ensure that we sample each of our state's districts at least once every 6 years and will annually include our 3 districts with average daily memberships (ADM) over 50,000. In keeping with our focused monitoring process, some districts may be sampled more often if the monitoring results warrant.

Overview of Issue/Description of System or Process (Updated for 2005-2006);

Within the FFY 2005-2006, further clarification of ECO reporting system requirements and updates on expected additional reporting features of the AEPS necessitated a change in our initial plan. Tennessee was also notified that the GSEG grant was not awarded, further requiring a change in the original plan.

Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Midsouth Regional Resource Regional Center, formulated the new plan. Tennessee's Early Childhood Outcomes Plan is a Birth to five (year olds) plan with the same parameters, process, and forms being used in Part C and Part B, 619. It was determined that a phase-in approach would be used; 3 Tennessee's Early Intervention System (TEIS) districts and 9 LEA's were identified for the first phase. Tennessee is naturally divided into three distinct geographic regions, east, middle and west. The 3 TEIS districts are representative of the state in the following factors:

- Various sized districts representing large and small districts. These three districts are:
  - East Tennessee District (Knoxville-East Region)
  - Greater Nashville District (Nashville-Middle Region))
  - North West District (Martin-West Region)
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

It was further decided that baseline data would be gathered using a slightly modified ECO summary form for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to

November 15th, 2006. Once a district begins collecting Early Childhood Outcomes data information, they will continue with the process.

Outcomes decisions will be made by the IFSP/IEP teams, using current assessment/evaluation/eligibility information, including observations and parent report, at the initial IFSP or IEP. All information used to determine outcome ratings will be documented on the present levels of performance area of the IFSP/IEP. Signatures of participation on the IFSP/IEP will also document participation in determining child outcomes. Parents will be given a copy of the ECO form.

Although we hope to move the ECO data gathering process within our Tennessee Early Intervention Data System (TEIDS), and Easy IEP web-based systems, our baseline data is being collected on paper forms. Some changes were made on the ECO summary form to facilitate ease of administration and reporting and anticipating possible changes to the form in the future. The ECO summary form was separated into an entrance and exit form. See attachments 3.1 and 3.2.

All TEIS and LEA districts in phase one were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half-day trainings were held in August 2006 for all districts in phase one, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form at Entrance. All participants received information about a sample child, then participated in small groups in mock IFSP/IEP meetings where they completed the entrance form. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

The Tennessee Early Childhood Outcomes Form at Exit will be revised to match the updated OSEP reporting categories for collecting exit data on the children in the baseline group, as well as for children in the next entrance cohort.

Once entrance and exit data are collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions.

Within the next two fiscal years the "phase in" process will be completed. Three additional TEIS districts will be added per fiscal year to reach a total of all nine TEIS districts participating in the entrance and exit data collection for Early Childhood Outcomes.

Overview of Issue/Description of System or Process <u>(UPDATED 2/1/08, FFY 2006-2007)</u>

Tennessee formed an Early Childhood Outcome (ECO) Committee in the fall of 2004, composed of key stakeholders from the birth to five community around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with TN Early Learning Developmental Standards (TN-ELDS), and provided the direction for the Early Childhood Outcome plan that has been put in place in Tennessee.

Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the state's plan for this indicator. Tennessee's Early Childhood Outcomes Plan is a birth-through-five plan, with the same parameters, process, and forms being used in Part C, and Part B, 619. Entrance data was gathered for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15, 2006, to November 15, 2006. Once a district begins collecting Early Childhood Outcomes data, it will continue the process with all entering and exiting children. As the plan is refined and established and the data verified, a collection system will be added directly to the state's data collection system, allowing more TEIS-POEs to be added to the process with the intent of all nine POEs participating as soon as possible. All Tennessee TEIS-POEs will be collecting Early Childhood Outcome Data for every child by 2010.

- By July 1, 2008, a minimum of 1/3 of Tennessee TEIS-POEs will be trained and collecting data in the Early Childhood Outcome Process

- By July 1, 2009, a minimum of 2/3 of Tennessee TEIS-POEs will be trained and collecting data in the Early Childhood Outcome Process

- By July 1, 2010, all Tennessee TEIS-POEs will be trained and collecting data in the Early Childhood Outcome Process

The initial TEIS-POEs chosen to participate in the Early Childhood Outcomes reporting are representative of the state in the following factors:
- Varied sized districts representing large, medium and small. The three TEIS-POE districts are:
  - East Tennessee
  - Greater Nashville
  - Northwest

Outcomes decisions are made by the IFSP team, using current assessment/evaluation/eligibility information, including observations and parent information, at the initial IFSP. All information used to determine outcome ratings is documented on the present levels of performance area of the IFSP. Measurement tools most frequently utilized for collecting ongoing assessment information in Tennessee are the Battelle Development Inventory II (BDI-2), Development Assessment of Young Children (DAYC), and Early Learning Accomplishment Profile (E-LAP). Signatures of participants on the IFSP are also documentation as having participated in determining child outcomes. Parents are given a copy of the ECO form.

Exit data is collected for children who have an IFSP and who have been in early intervention services for at least 6-months prior to exiting. Data is collected for entrance and exit using a slightly modified Early Childhood Outcome (ECO) summary form. The ECO form was modified into a separate entrance and exit document to facilitate ease of administration and reporting. Present levels of performance constitute the documentation of information, and signatures on the IFSP document those participating in the outcomes determination. The entrance and exit forms contain all of the other information as the sample ECO forms and are included in this submission. Scores of 6 and 7 represent a child's functioning "comparable to same aged peers". See Attachments 3.1 and 3.2 for a copy of the entrance forms.

All TEIS-POEs in the initial collection were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half day trainings were held for all participating districts, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form. All participants received information about a sample child, and then participated in small group mock IEP meetings where they completed the entrance form, using ECO materials, including the ECO decision tree. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

As entrance and exit data is collected, children who have been in their respective programs for six-months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions. Initially all entrance information was sent to a central state location to be entered into an excel format. Populated excel documents were returned to districts for their exit information to be added. This data has been collected and collated. Currently TEIS-POEs are maintaining entrance and exit data in a consistent excel format.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline and targets will be provided in FFY 2005 APR due February 1, 2007. Baseline data are currently being collected

Baseline Data for FFY 2005 (2005-2006):

Table 3.1 Tennessee's Outcome Measures Entrance Data

Outcome Measure #1		Outcome Measure #2		Outcome Measure #3	
Ranking	Percentage	Ranking	Percentage	Ranking	Percentage
1	2,41%	1	4.82%	1	5.42%
2	9.64%	2	9.94%	2	13.86%
3	17.47%	3	23.19%	3	17.17%
4	12.65%	4	16.87%	4	18.67%
5	26.51%	5	16.57%	5	19.58%
6	19.58%	6	20.78%	6	16.57%
7	11.75%	7	7.83%	7	8.73%

Table 3.1 Outcome measures data by ranking order 1-7 per outcome measure collected.

Table 3.2 Tennessee's Outcome Measures Entrance Data

Outcome Measure #1		Outcome Measure #2		Outcome Measure #3	
Ranking	Percentage	Ranking	Percentage	Ranking	Percentage
6 + 7 =	31.33%	6 + 7 =	28.61%	6 + 7 =	25.30%

Table 3.2 Entrance data reflecting the "completely" functioning ranges of 6 and 7per outcome measure collected.

Progress Data (UPDATED 2/1/08, FFY 2006-2007)

There have been a total of 974 children for which entrance data now have been collected: 342 children (Cohort 1) for the time period of August 15, 2006 and November 15, 2006 [reported in 2006 APR] and 632 children (Cohort 2) for the time period of November 16, 2006 to June 30, 2007.

Progress data reported in the tables below are for the initial group of children (Cohort 1) with entrance data collected between August 15, 2005 and June 30, 2006. Exit data for Cohort 1 were collected between March 15, 2007 and June 15, 2007.

Fifty-three children exited between March 15, 2007 and June 30, 2007. Of the 53 children, the State has exit data for 42 children. The tables below report progress data for those 42 children.

3A: Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships).	# of Infants and Toddlers	# of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	1	2.38%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	3	7.14%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	13	30.95%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	17	40.48%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	8	19.05%
Total	N = 42	100%

3B: Percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge skills (including early language).	# of Infants and Toddlers	# of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	2	4.76%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	4	9.52%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	15	35.71%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	15	35.71%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	6	14.29%
Total	N=42	100%

3C: Percent of infants and toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs.	# of Infants and Toddlers	# of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	2	4.76%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	1	2.38%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	12	28.57%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	15	35.71%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	12	28.57%
Total	N = 42	100%

Table Measurement Note: Manual summation of measurements b and c will lead to a difference of .1%. This .1% is accounted for by rounding to the nearest 1/100th of a percent.

Progress Data: UPDATED 4/3/09, FFY 2007-2008
There have been a total of 1300 children for whom entrance data now have been collected from three EIS programs (ET, GN, and NW). One hundred seventy seven (177) children exited between July 1, 2007 and June 30, 2008. The tables below report progress data for those children.

3A: Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships).	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	0	0%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	20	11%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	61	34%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	56	32%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	40	23%
Total	N = 177	100%

3B: Percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge skills (including early language).	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	2	1%

b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	16	9%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	76	43%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	49	28%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	34	19%
Total	N=177	100%

3C: Percent of infants and toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs.	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	0	0%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	16	9%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	64	36%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	55	31%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	42	24%
Total	N = 177	100%

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

Discussion of Baseline Data (2005-2006):

Entrance data were collected for FFY 2005-2006 from the East Tennessee District (Knoxville-East Region, Greater Nashville District (Nashville-Middle Region) and the North West District (Martin-West Region). Table 3.1 reflects this data collection. The entrance data reflects the consensus of each child's Individualized Family Service Plan (IFSP) team as to that child's functioning in the following three areas:

Outcome 1: Positive social-emotional skills (including social relationships);
Outcome 2: Acquisition and use of knowledge and skills (including early language/ communication); and
Outcome 3: Use of appropriate behaviors to meet their needs.

The percentages in Table 3.1 are based on the total number of 332 infants and toddlers from the three districts. The data were collected beginning on August 15, 2006 and November 15, 2006. The ranking order of a child's age appropriate functioning ranged from 1 to 7 as follows:

- 1 Not yet
- 3 Emerging
- 5 Somewhat
- 7 Completely

The percentages for functioning based on the three Outcomes are the combined total percentages for all three districts.

In analyzing the totals of percentages on collected data for infants and toddlers who fell within the 6 or 7 (Completely) range for Outcomes 1, 2 and 3, the following is noted:

- 31.33% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 1: Positive social-emotional skills (including social relationships);

- 28.61% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 2: Acquisition and use of knowledge and skills (including early language/ communication); and

- 25.30% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 3: Use of appropriate behaviors to meet their needs.

Discussion of Progress Data <u>(UPDATED 2/1/08, FFY 2006-2007)</u>

The number of children reported will increase for the next APR submission. There will be more children with both entrance and exit data. In addition, more of the children who entered in the initial three-month entrance phase (Cohort 1) will have exited and be included.

Progress data reported in 2010 will be considered baseline data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2006 (2006-2007)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2007 (2007-2008)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2008 (2008-2009)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2009 (2009-2010)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2010 (2010-2011)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.

Discussion of Progress Data: <u>UPDATED 4/3/09, FFY 2007-2008</u>

For the three EIS programs (ET, GN, and NW) currently collecting outcomes data, numbers of children for whom there is entrance and exit data have increased during the FFY 2007-2008. As both entrance and exit data have yet to be collected for a full two years, and due to the fact that N size is relatively small, the Lead Agency cannot report a comparison of results between FFY 2006-2007 and FFY 2007-2008.

The Lead Agency ensures SPP data are valid and reliable through training provided to service coordinators in completing outcomes form and through the use of standard procedures for each TEIS-POE. Data are sent to the State Data Manager who verifies that there is both entrance and exit data for children. Data are then put into the Early Childhood Outcomes Center spreadsheet to calculate percentages in response to the indicator measurement.

Progress data reported in 2010 will be considered baseline data.

State Performance Plan: Part C

FFY	Measurable and Rigorous Target
2007-2008	Targets will be set in 2010

Improvement Activities/Timelines/Resources for FFY 2004 (2004-2005):
Improvement strategies and activities with timelines and resources will be developed based on established targets.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activity	Timelines	Resources
Data verification to include: 1. Formal verification of data 2. Record review as needed 3. Retraining on data collection and data entry 4. Regular report tracking 5. Ongoing communication between state and local TEIS districts 6. Site visits as needed	January 2007 January 2007 February 2007 January 2007 and on As needed As needed	Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants
Data analysis to include: 1. Identification of data trends and issues 2 Action plan developed for needed changes 3. Ongoing communication and between state and local TEIS districts 4. Site visits as needed 5. Retraining as needed	January 2007 January 2007 January 2007 forward As needed As needed	Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants
Development of outcomes data collection system within the state web-based electronic Part C system/TEIDS to include: 1. Development of temporary outcomes data system to collect exit data and provide ratings corresponding with OSEP categories. 2. Design of data collection system within the state web-based electronic Part C system to include entry and exit data and ratings corresponding with OSEP categories. 3. Training provided to participating TEIS districts. 4. Linkage developed between Tennessee's Early Intervention Data System and EASY IEP	 January 2007 June/July 2007 August 2007 January 2008	Director of Data Management for Tennessee Division of Special Education, Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants

Collaboration between other Tennessee early childhood entities including:
    TN Voluntary Pre-K Program
    Head Start
    Title I Pre-K Programs
    SIG Early Childhood grantees
    Community Childcare
    Community Pre-K Programs
    And others as identified
to encourage an understanding of early childhood outcomes.
	February 2007 – annual state special education spring conference
	
	March 2007 – Early Childhood Inclusion Collaborative
	
	Other dates as appropriate
		Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants

Improvement Activities/Timelines/Resources (UPDATED 2/1/08, FFY 2006-2007)

Training for exit data collection was provided during Tennessee's Annual Division of Special Education (DSE) Conference in February 2007 for the three TEIS-POEs (ET, GN, and NW).

For FFY 2007-2008, analysis for synchronization of information between Tennessee's Part C's early intervention outcomes and Part B, 619, preschool outcomes will begin. The cross-linkage of information will be led by the State data manager and the Part B, 619 preschool coordinator.

In the future, additional training will be delivered for entry and exit data collection and data management.

Improvement Activities/Timelines/Resources: UPDATED 4/3/09, FFY 2007-2008
Three additional EIS programs (FT, UC, and SW) will begin to collect entrance and exit data for early childhood outcomes in FFY 2008-2009. Collaborative training will be provided to these EIS program along with additional LEA personnel by the 619 Preschool Coordinator and the Part C Training and Workforce Development Coordinator in April/May 2009.

The remaining TEIS-POEs (SE, SC, and MD) will be trained and begin collecting early childhood outcomes data by July 1, 2010.

SPP REVISED 2/1/10, FFY 2008-2009

Baseline Data for FFY 2008-2009:
Six of nine TEIS POEs were collecting entrance and exit data utilizing the Early Childhood Outcomes (ECO) Child Outcomes Summary Form. Sixty-nine LEAs were collecting entrance and exit data utilizing the Early Childhood Outcomes (ECO) Child Outcomes Summary Form. Division of Special Education (DSE) personnel delivered four regional ECO trainings. This included three TEIS POEs and the final 69 LEAs. As of June 30, 2009, all LEAs have been trained on the ECO data collection process. Additionally, the Tennessee Part B database (Easy IEP) collects ECO data as well as houses web-based training materials. ECO training was developed for use via DVD to train new and existing service coordination staff. DVDs were provided to the six TEIS POEs which have been trained to collect entrance and exit data.

For Part C, Early Childhood Outcomes Data (entrance and exit) have been collected for 457 children between July 1, 2008 and June 30, 2009. Data were collected from three TEIS POEs (ET, GN, and NW). Beginning spring of 2009 three additional TEIS POEs (FT, UC, and SW) began collecting entrance and

exit data. These three programs did not have the six months necessary to report exit data for this reporting period. The tables below report data for the 457 children.

3A: Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships).	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	11	2.4%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	89	19.5%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	145	31.7%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	138	30.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	74	16.2%
Total	N = 457	100%

3B: Percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge skills (including early language).	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	8	1.7%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	84	18.4%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	163	35.7%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	152	33.3%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	50	10.9%
Total	N= 457	100%

3C: Percent of infants and toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs.	# of Infants and Toddlers	% of Infants and Toddlers
a. Percent of infants and toddlers who did not improve functioning.	10	2.2%
b. Percent infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	85	18.6%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.	141	30.8%
d. Percent of infants and toddlers who improved function to reach a level comparable to same-aged peers.	159	34.8%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	62	13.6%
Total	N = 457	100%

Discussion of Baseline Data for FFY 2008-2009:

Current progress data reported above for FFY 2008-2009 are considered baseline data.

DSE reports that children in category **a. Percent of infants and toddlers who did not improve functioning** for all three outcomes represent only 2% of children measured.

State Performance Plan: Part C

Summary Statement 1:

DSE reports that infants and toddlers who <u>improved functioning</u> [combined categories of c and d divided by (a) + (b) + (c) + (d) times 100] are seen at the following percentage by outcome:

- **A.** Positive social-emotional skills (including social relationships) = **<u>73.9%</u>**

- **B.** Acquisition and use of knowledge and skills (including early language/communication and early literacy) = **<u>77.4%</u>**
- **C.** Use of appropriate behaviors to meet their needs = **<u>75.9%</u>**

Summary Statement 2:

DSE reports that infants and toddlers who were <u>functioning within age expectations</u> [combined categories of d and e divided by (a) + (b) + (c) + (d) + (e) times 100] are seen at the following percentage by outcome:

- **A.** Positive social-emotional skills (including social relationships) = **<u>46.4%</u>**

- **B.** Acquisition and use of knowledge and skills (including early language/communication and early literacy) = **<u>44.2%</u>**
- **C.** Use of appropriate behaviors to meet their needs = **<u>48.4%</u>**

All data, targets, and activities for Indicator 3 were reviewed with the Part C State Interagency Coordinating Council (SICC) prior to the final report submission.

FFY	Measureable and Rigorous Targets
2009-2010	See Target Tables below.
2010-2011	See Target Tables below.

Target Tables for FFY 2009-2010 <u>and</u> FFY 2010-2011

Outcome 3A: Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills (including social relationships).	FFY 2009-2010 Targets	FFY 2010-2011 Targets
Summary Statement 1. Of those children who enter or exit the program below age expectations in Outcome 3A, the percent who substantially increase their rate of growth by the time they turn three years of age or exit the program.	74.4%	74.9%
Summary Statement 2. The percent of children who are functioning within age expectations in Outcome 3A by the time they turn three years of age or exit the program.	46.9%	47.4%

Outcome 3B: Percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge skills (including early language).	FFY 2009-2010 Targets	FFY 2010-2011 Targets
Summary Statement 1. Of those children who enter or exit the program below age expectations in Outcome 3B, the percent who substantially increase their rate of growth by the time they turn three years of age or exit the program.	77.9%	78.4%
Summary Statement 2. The percent of children who are functioning within age expectations in Outcome 3B by the time they turn three years of age or exit the program.	44.7%	45.2%

Outcome 3C: Percent of infants and toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs.	FFY 2009-2010 Targets	FFY 2010-2011 Targets
Summary Statement 1. Of those children who enter or exit the program below age expectations in Outcome 3C, the percent who substantially increase their rate of growth by the time they turn three years of age or exit the program.	76.4%	76.9%
Summary Statement 2. The percent of children who are functioning within age expectations in Outcome 3C by the time they turn three years of age or exit the program.	48.9%	49.4%

Improvement Activities/Timelines/Resources for FFY 2008-2009

Three additional TEIS POEs (SE, SC, and MD) will begin to collect entrance and exit data for early childhood outcomes in FFY 2009-2010. Training will be provided to these POEs by the Part C Training Workforce Development Coordinator in April/May 2010 in order to begin collecting early childhood outcomes data by July 1, 2010.

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of new activities which are detailed below. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Weekly review of ECO information to monitor data entry (entrance and exit) into TEIDS to improve data quality.	Begin July 1, 2010 and ongoing	Point of Entry (POE) personnel and Office of Early Childhood (OEC) Data Managers
Technical assistance on ECO processes will be provided as needed based on review of data to improve data quality.	Begin July 1, 2010 and ongoing	OEC Training Workforce Development Coordinator and Training Team
Data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS ECO exit data to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) Part C Data Manager and Public Consulting Group (PCG)

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. With the current N-Size of 544, the Lead Agency has maintained targets the same until more meaningful data is available to evaluate for potential revisions. See Targets below. The SPP has been updated to record this extension of targets.

State Performance Plan: Part C

Summary Statements	Targets FFY 2010-2011 (% of children)	Targets FFY 2011-2012 (% of children)	Targets FFY 2012-2013 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	74.9%	74.9%	74.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	47.4%	47.4%	47.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	78.4%	78.4%	78.4%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	45.2%	45.2%	45.2%
Outcome C: Use of appropriate behaviors to meet their needs			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	76.9%	76.9%	76.9%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	49.4%	49.4%	49.4%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Status and Updates
Weekly review of ECO information to monitor data entry (entrance and exit) into TEIDS to improve data quality.	Begin July 1, 2010 and ongoing	Point of Entry (POE) personnel and Office of Early Childhood (OEC) Data Managers	Completed. This activity has been incorporated into regular operational procedures.
Technical assistance on ECO processes will be provided as needed based on review of data to improve data quality.	Begin July 1, 2010 and ongoing	OEC Training Workforce Development Coordinator and Training Team	Completed. Technical assistance was provided to TEIS-POEs regarding ECO processes. Additional Training and Technical Assistance will be provided as warranted or requested. This activity has been incorporated into regular operational procedures.

Data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS ECO exit data to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) OEC State Data Manager and Public Consulting Group (PCG)	Completed. This activity has been incorporated into regular operational procedures. Exit data from Part C are utilized by a number of Local Education Agencies (LEAs) for children who are determined eligible for Part B, Preschool special education services.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2013:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of the following new activities which detailed below. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)

Activity/ Action	Timelines	Resources
Deliver re-training on ECO entrance and exit data collection to the TEIS-POE who fell below all state targets to ensure consistency within data collection processes.	Spring 2012	OEC Workforce Development Coordinator, 619 Preschool Coordinator
As the state's N-size is beginning to increase, the Lead Agency requests technical assistance support to develop strategies for future data analysis for annual performance reporting and for the development of meaningful improvement activities impacting early childhood outcomes.	Begin November 2011	OEC Director, OEC Data Manager, OEC Workforce Development Coordinator, OEC Part C Monitoring Coordinator, OSEP State Contact, Mid-South Regional Resource Center, Early Childhood Outcomes (ECO) Center

REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Status and Updates
Deliver re-training on ECO entrance and exit data collection to the TEIS-POE who fell below all state targets to ensure consistency within data collection processes.	Spring 2012	ECIP Workforce Development Coordinator, 619 Preschool Coordinator	Activity completed. Training Workforce Coordinator and Part B, 619 Preschool Coordinator provided re-training during spring 2012 to one TEIS District that fell below all targets in FFY 2010.

Activity/ Action	Timelines	Resources	Status and Updates
As the state's N-size is beginning to increase, the Lead Agency requests technical assistance support to develop strategies for future data analysis for annual performance reporting and for the development of meaningful improvement activities impacting early childhood outcomes.	Begin November 2011	ECIP Director, ECIP Data Manager, ECIP Workforce Development Coordinator, ECIP Part C Monitoring Coordinator, Mid-South Regional Resource Center, Early Childhood Outcomes (ECO) Center, ENHANCE study	Activity completed, now integrated into routine processes. Technical assistance began January 2012 through Mid-South Regional Resource Center (MSRRC) and the Early Childhood Outcomes (ECO) Center. In April 2012, the Lead Agency began participation with the ENHANCE study for analysis of ECO data. Ongoing TA and participation in the ENHANCE study will continue into FFY 2012-2013.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities, including timelines and resources for Indicator 3. This review resulted in the development of activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities in addition to these newly established activities.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources
Pilot Program in one TEIS district to: 1.) Utilize the Battelle Developmental Inventory-2 (BDI-2) evaluation tool as one component for ECO exit discussions with families. 2.) Utilize BDI-2 z-scores along with the Early Childhood Outcomes (ECO) Center's crosswalk tool to help calibrate a consistent developmental anchoring point for discussions with families in determining ECO exit ratings. 3.) Provide LEAs (Part B, 619) within the pilot POE with the following TEIS (Part C) exit information for their possible use in ECO entrance discussions and rating decisions: • BDI-2 exit evaluation • ECO exit ratings Measures for determining Pilot outcome: • Review data collections pre- and post- across TEIS and LEA individuals participating in the Pilot for increased	Begin Fall 2012	Early Childhood IDEA Programs personnel (both Part C and Part B, 619), TEIS staff in the Northwest (NW) office, 11 LEAs within the TEIS-NW District

Activity/ Action	Timelines	Resources
consistency in TEIS exit and LEA entrance data collection as a result of using the BDI-2 as a component for ECO rating discussions. Review level of variance across Part C exit and Part B, 619 entrance data collections. • Survey TEIS and LEA Pilot participants regarding usefulness and efficiency of processes utilizing: a) BDI-2 evaluation for assisting with ECO rating discussions; b) BDI-2 z-scores and ECO crosswalk tool as a developmental anchoring point for ECO discussions; and c) Sharing TEIS exit BDI-2 evaluations and ECO ratings as a possible resource for LEAs in ECO entrance data discussions.		
Develop and deliver joint statewide ECO training to TEIS and LEAs. Training development was informed by a statewide TEIS and LEA survey specific to ECO understanding and training needs along with a review of FFY 2010-2012 ECO data. Training will address: • Purpose of data collection (closing student achievement gap and early childhood school readiness) • Determining quality ECO ratings • ECO data collection procedures • Integrating ECO into the IFSP process, and • Using ECO reports to verify data	Spring 2013	ECIP personnel (both Part C and Part B, 619)
Share twice yearly data report with TEIS-POEs that address probable data entry issues such as early/late entry dates, impossible outcome scores, missing exit ratings, etc.	Begin FFY 2012-2013	TEIS State Data Manager, TEIS Data Manager, TEIS District Administrators

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

> Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.

B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.

C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

Overview of Issue/Description of System or Process for FFY 2004 (2004-2005):

In 2003, the State initiated, through contractual arrangement with the University of Tennessee and Tennessee Technological University, a study (Pathways Research Project) of the effectiveness and impact of service coordination of for Part C eligible children in Tennessee. The contractors spent time reviewing the literature and developing a family survey for gathering the desired information. This included selecting and incorporating existing surveys already validated through other research efforts to address the key areas of concern for Part C in Tennessee, e.g., The Family-Centered Program Rating Scale and the Family Empowerment Scale. The final version of the survey included 512 items and covered a wide range of areas including: family-centered practices, family empowerment, stress, social support, parent-child relations, marital satisfaction, and depression. A target of 1000 families was established with a representative sample randomly selected from each of the nine TEIS districts. The contractors developed an implementation plan and provided on-site training for TEIS Service Coordinators for presenting the questionnaire to families. Both mothers and fathers were invited to complete the questionnaire. Data collection from the surveys began 2004. Surveys are still being accepted from Districts that were last to come on board in the process. To-date, a total of 396 surveys have been returned state-wide from mothers of eligible children and a total of 144 surveys have been returned by fathers for a total of 540 state-wide.   The sample returned to date represents 12% of the total number of Part C eligible children served in TN on the December 1, 2004 child count. It has been determined that the sample received to-date is sufficient to accurately speak to the performance of the Part C system in the areas reflected. This research effort was intended to be a single event and not designed to be an on-going process.

In order to evaluate the performance of the Part C system in Tennessee in an on-going and systematic way, the Department will utilize the Part C Family Survey developed through the National Center for Special Education Accountability Monitoring (NCSEAM). The implementation of the survey will, again, be in collaboration with institution/s of higher education to ensure that there is an appropriate plan for

obtaining a representative sample of the population served and a sufficient rate of return to adequately demonstrate performance of the Part C system related to the three areas specified in this indicator. The final plan will be developed and reviewed by a management team including appropriate stakeholders. Sampling will be utilized for FY 05-06 – families who have been in the system a minimum of 6 months. At this time the State anticipates implementing the survey through the proposed GSED Grant. In the event the GSEG is not funded by OSEP, the State will implement a process consistent with the proposal. In the long term, the State anticipates incorporation of data collection for this Indicator within the TEIDS system.

Baseline Data for FFY 2004 (2004-2005):

While the following data is not sufficient to establish a baseline for 2004-05, it does provide some insight into the State's performance on this indicator.

Helped families know their rights: Family-Centered Collaboration
Mothers:
98% of mothers statewide reported that the TEIS system was effective in the area of Respectful Collaboration.
Fathers
91% of fathers statewide reported that the TEIS system was effective in the area of Respectful Collaboration.

Helped families effectively communicate their children's needs: Competence/Assertiveness
Mothers:
86% of mothers statewide reported that the TEIS system was effective in the area of promoting their competence in communicating their child/family's needs.

91% of mothers statewide reported that the TEIS system was effective in the area of promoting their

assertiveness in communicating their child/family's needs.

Fathers:
69%of fathers statewide reported that the TEIS system was effective in the area of promoting their competence in communicating their child/family's needs.

66% of fathers statewide reported that the TEIS system was effective in the area of promoting their assertiveness in communicating their child/family's needs.

Helped families help their children develop and learn: Responsive Teaching
Mothers:
80% of mothers statewide reported that the TEIS system was effective in the area of Responsive Teaching.

Discussion of Baseline Data for FFY 2004 (2004-2005):

The data clearly demonstrates that parents, both mothers and fathers, perceive the supports provided through TEIS as effective in informing and empowering them in key areas related to meeting the needs of their child and family. While there are some slight variances in the levels reported across the nine TEIS Districts, the variances are not statistically significant. Therefore, the state-wide percentage is an appropriate representation of the performance of the Part C system in each reporting area.

Helped families know their rights:
The data reflected represents the summary of all items in the area of "Family Centered Collaboration". This component included the following item:

- *Our family's TEIS Service Coordinator gives clear and complete information about my family's rights*

Helped families effectively communicate their children's needs:

The data reflected represents the summary of all items in the area of "Competence" and Assertiveness". These components were structured as follows:

"Competence" included the following:
- *I know what to do when problems arise with my child.*
- *I am able to work with agencies and professionals to decide what services my child needs.*
- *When I need help with problems in my family, I am able to ask for help from others.*

"Assertiveness" included the following:
- *I tell professionals what I think about services being provided to my child; and*
- *My opinion is just as important as professionals' opinion in deciding what services my child needs.*

Helped families help their children develop and learn:
The data reflected represents the summary of all items in the area of "Family Centered Teaching". This component included the following items:
- Our family's TEIS service coordinator gives my family information about how children usually grow and develop;
- Our family's TEIS Service Coordinator helps my family learn how to teach our child with special needs particular skills; and
- Our family's TEIS Service Coordinator offers ideas on how my family can have fun with our children.

Overview of Issue/Description of System or Process (Updated for 2005-2006);

Tennessee's Department of Education partnered with East Tennessee State University's (ETSU) Center of Excellence in gathering family survey data. The decision was made to utilize the NCSEAM Part C Family Survey as the data collection tool (see attachment # 4.2). The survey consists of three scales. All three scales were distributed and utilized for state purposes. Indicator 4 is being specifically addresses using the Impact of Early Intervention Scale. This scale consists of 22 items that were selected through NCSEAM's advisory board. ETSU participated in the selection of the phase in group, as well as being responsible for the dissemination, collection and analysis of the family survey data. DOE staff felt it was important for families to be guaranteed that there would be some level of objectivity in gathering these data. The Director of Early Childhood Special Education Programs crafted an introductory letter to parents that was included in the mail out survey (see attachment #4.1). Tennessee had a strong return rate.

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one of our large TEIS districts within it. One Early Intervention District per region was selected ensuring all representative factors, for a total of three TEIS districts across the state. Within these three districts, all active families with an IFSP were disseminated a self-addressed copy of the NCSEAM Part C Family Survey.

ETSU staff developed a small database to insure consistent and complete data entry of the items. This database allowed for analysis for Indicator 4 as well as being available for state analysis purposes in the future. Although we hope to move the Family Outcome data gathering process within our Tennessee Early Intervention Data System (TEIDS) our baseline data was collected on paper NCSEAM Part C Family Survey forms. Once these elements are included in TEIDS, we will complete these items at least annually with all families being served with an IFSP.

Baseline Data for FFY 2005 (2005-2006):

Table 4.1 Dissemination and Return Rate

	Number Surveys Distributed	Number Surveys Returned	Return Rate
East Tennessee	707	128	18%
Greater Nashville	650	164	25%
Northwest	189	37	20%
Total	**1513**	**329**	**22%**

Table 4.1 presents dissemination and return rate of the National Center for Special Education Accountability Monitoring (NCSEAM) - Part C Parent Survey as distributed by region (East, Middle, West) in Tennessee. Of the 1513 surveys which were disseminated among the three districts within the three regions, 329 (22%) were returned. Analysis by districts indicates the following: In East Tennessee, 707 surveys disseminated, 128 (18%) returned; in Greater Nashville, 650 surveys disseminated, 164 (25%) returned; and in Northwest, 189 surveys disseminated, 37 (20%) returned.

Discussion of Baseline Data for FFY 2005 (2005-2006):

Results:

A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights.

B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs.

C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets will be established once actual baseline data are available. These targets will be reflected in the FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2007 (2007-2008)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs.

	C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2008 (2008-2009)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2009 (2009-2010)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2010 (2010-2011)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.

REVISION MADE TO SPP: 4/3/09

Revisions, with Justification, to Proposed Targets for FFY 2007-2008:
The Lead Agency has revised its State targets for this indicator to begin with FFY 2008-2009 reporting. A study and analysis was conducted by division personnel in collaboration with State Interagency Coordinating Council (SICC) leadership relative to targets of States which 'Meet Requirements.' To better align with other States, Tennessee has re-adjusted its targets based on the mean of these States. Revised State targets are as follows: 4A, 80%; 4B, 80%; and 4C, 85%. Data from the family survey for FFY 2008-2009 based on these targets will be reported in the APR which will be submitted February 1, 2010. Revisions to these indicator targets have been recorded in the SPP.

Per OSEP's clarification, Tennessee has readjusted its targets in order to reflect improvement over FFY 2006 baseline data. Beginning April 3, 2009, revised targets are as follows:

	APR Targets for Indicator 4		
Family Survey item	FFY 2008-2009	FFY 2009-2010	FFY 2010-2011
A. Know their rights	95.00%	95.00%	95.01%
B. Effectively communicate their children's needs	90.00%	90.00%	90.01%
C. Help their children develop and learn	94.00%	94.00%	94.01%

State Performance Plan: Part C

<u>   **TENNESSEE**   </u>
State

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005): Improvement strategies and activities with timelines and resources will be developed based established targets

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Improvement Activities	Timelines	Resources
Additional data system design work continues; including the development of data elements for the purposes of consistently collecting and analyzing Child and Family Outcome data with all Part C eligible children in Tennessee. At the end of this reporting period the elements have not been finally developed for implementation in TEIDS.	7/1/2007	TEIDS
At the point of these family outcome data elements being included in TEIDS, additional training will be provided and then collection will happen annually with all families.	7/1/2008	TEIDS Regional Consulting Staff
Repeat Annual Family Survey	6/30/2007	Higher Education Support

REVISION MADE TO SPP: 4/8/10

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008-2009:
The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). The state developed and completed the following improvement activities to help ensure families know their rights (4A). The Lead Agency will continue to implement activities already specified in the SPP along with the new activities. The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2008 (2008-2009)

Activity/ Action	Timelines	Resources
Develop required training for all TEIS Point of Entry Offices (POEs) on the following topics: family focused IFSP development; goal and action step development; procedural safeguards; and policies and procedures.	February-March 2009	DSE Training Workforce Development Coordinator, DSE Trainer/ Mentors, Part C Monitoring Team
Provide two-day training to all TEIS POE personnel.	April-May 2009	DSE Training Workforce Development Coordinator, DSE Trainer/ Mentors, Part C Monitoring Coordinator

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). The Lead Agency completed its improvement activities and has developed the following two additional activities in anticipation of improving the overall survey response rate. The SPP has been updated to reflect the addition of these new activities.

State Performance Plan: Part C

TENNESSEE
State

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Notify TEIS-POEs when family data are pulled for survey preparation in order for POE personnel to be informed of the families who were selected for survey participation.	April 2011, ongoing	State Data Manager, East Tennessee State University Contractor, TEIS-POE District Administrators
Educating families selected during regularly scheduled meetings by providing them with a sample copy of the survey, discussing when they should receive the survey and the importance of their input for TEIS.	April/ May 2011, ongoing	TEIS-POE District Administrators and Service Coordinators, TEIS families

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (82% Home and Community). The Lead Agency had insufficient time to complete a thorough analysis for possible target revisions. The Lead Agency will utilize technical assistance provided by OSEP and TA Providers in consideration of future targets.

FFY	Measurable and Rigorous Target
2010-2011	A. 95.01% B. 90.01% C. 94.01%
2011-2012	A. 95.01% B. 90.01% C. 94.01%
2012-2013	A. 95.01% B. 90.01% C. 94.01%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Activity Status
Notify TEIS-POEs when family data are pulled for survey preparation in order for POE personnel to be informed of the families who were selected for survey participation.	April 2011, ongoing	State Data Manager, East Tennessee State University Contractor, TEIS-POE District Administrators	Completed. As this activity appears to have had a positive impact on survey response rates it has now been incorporated into regular survey processes.
Educating families selected during regularly scheduled meetings by providing them with a sample copy of the survey, discussing when they should receive the survey and	April/ May 2011, ongoing	TEIS-POE District Administrators and Service Coordinators, TEIS families	Completed. As this activity appears to have had a positive impact on survey

the importance of their input for TEIS.			response rates it has now been incorporated into regular survey processes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of the following new activity detailed below. The SPP has been updated to reflect the addition of this new activity.

Activity/ Action	Timelines	Resources
Explore incorporating the family survey into the Tennessee Early Intervention Data System (TEIDS) for annual survey data collection. This would entail developing a new TEIDS screen where families would have the ability to log into TEIDS in response to the survey. In order to protect confidentiality, data would only be accessible at the state level within the child's early intervention record. Procedures for data collection would remain the same as described above under "Discussion," with the exception of the ability to collect data directly into TEIDS rather than an online site. It is expected that the TEIDS improvement will enable the state in the future to analyze family survey and early childhood outcomes data as both data sets will be contained within a child's record. The Lead Agency also anticipates the TEIDS improvement will positively impact survey response rates as well as the additional activities described in "Updates" above.	Spring 2012	OEC Director, OEC State Data Manager, Yahasoft Contractor, ETSU Contract staff, Part C Monitoring Coordinator

REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Activity Status
Explore incorporating the family survey into the Tennessee Early Intervention Data System (TEIDS) for annual survey data collection. This would entail developing a new TEIDS screen where families would have the ability to log into TEIDS in response to the survey. In order to protect confidentiality, data would only be accessible at the state level within the child's early intervention record. Procedures for data collection would remain the same as described above with the exception of the ability to collect and house the data directly in TEIDS.	Spring 2012	ECIP Director, ECIP State Data Manager, Yahasoft Contractor, ETSU Contract staff, Part C Monitoring Coordinator	Activity in process and continuing. Recommendation for putting family survey into TEIDS has met with approval. Work has been delayed due to state procurement process.

Activity/ Action	Timelines	Resources	Activity Status
It is anticipated that this TEIDS improvement will enable the state in the future to analyze and correlate family survey results with early childhood outcomes data as both data sets will be within TEIDS. The Lead Agency also anticipates access to TEIDS for the completion of the family survey may positively impact overall survey response rates.			

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 4, including timelines and resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

 (20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = [(# of infants and toddlers birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100 compared to National data.

Overview of Issue/Description of System or Process:

The Lead Agency supports a statewide Public Awareness Coordinator to design and disseminate materials to inform families and potential referral sources about the resources available to infants with disabilities and their families through the Part C system. Each of the nine TEIS Points of Entry across the state are responsible for facilitating a collaborative effort in the counties served by that office for identifying infants and toddlers with disabilities. Each POE works individually and in collaboration with the Local Interagency Coordinating Council (LICC) and service providers to implement systematic child find. The LICC Self-Assessment conducted through the Part C monitoring system requires a county specific evaluation of the effectiveness of the child find effort in the district and a Program Improvement Plan (PIP) is required when results are not deemed sufficient. Data to monitor child find related efforts are collected in the following areas:

- Federal 618 Child Count
- TEIS Quantitative Data
- TEIS POE Public Awareness and Child find efforts

Baseline Data for FFY 2004 (2004-2005):

Table 5.1: Referrals into the Part C System.

Referral Source	Number of Referrals
Parent	2,519
Primary Care Physician	1,728
Hospital/NICU/PICU	600
Department of Health	555
Therapists (i.e., SLP, OT, PT)	520
Other	510
Division of Mental Retardation Services	456
Other Health Care Provider	329
SSI	277
Other Hospital	217
Division of Children Services	216
Other TEIS District Office	190
DOE, Tennessee Infant Parent Services	172
Child Care Provider	94
Early Head Start	88
DOE, Early Intervention Resource Agencies	60
Local Educational Agency	50
Foster Parent	33

Department of Human Services	19
Surrogate Parent	5
Total Referrals	**8,638**

Table 5.1 reports data collected from TN's Quantitative Data System regarding number of referrals from primary referrals sources. Data reported is from 7/1/04-6/30/05 reporting period.

Table 5.2: Comparison of Tennessee with other States and Compared to the National Baseline for the percentage of children served under the age of 1 year.

Moderate Eligibly Category		
State	**Population Served** (National baseline = .92)	**Difference from National Baseline**
Rhode Island	1.75	+.83
Idaho	1.66	+.74
New York	1.10	+.18
Illinois	1.09	+.17
Connecticut	1.03	+.11
California	.97	+.05
Texas	.81	-.11
Utah	.76	-.16
Nebraska	.74	-.18
Tennessee	**.67**	**-.25**
South Carolina	.66	-.26
Georgia	.55	-.37
New Jersey	.53	-.39
Oregon	.51	-.41
Kentucky	.46	-.46
Puerto Rico	.37	-.55

Table 5.2 reports data from the 2004, 618 Child Count for states who fall in the moderate category for eligibility. This Table also includes a comparison of states to the national baseline for this population of children.

Table 5.3: 2004 618 Child Count Data for Children Served Birth to 1 Year of Age.

TEIS District	Birth to 1 Year
First Tennessee (FT)	33
East Tennessee (ET)	99
Southeast (SE)	67
Upper Cumberland (UC)	43
Greater Nashville (GN)	69
South Central (SC)	67
Northwest (NW)	41
Southwest (SW)	26
Memphis Delta (MD)	83
State Total	**528**

Table 5.3 reports 618 Child Count Data from 2004 for the number of children served by District and total for the state, birth to 1 year of age.

Discussion of Baseline Data:

Table 5.1: Tennessee currently tracks referral information through the Quantitative Data Base on 20 referral sources. There were 8,638 referrals into the Part C system between 7/1/04 and 6/30/05. A review of referral data identifies the top five referrals sources into the Part C System as being Parent, Primary Care Physician, Hospital/NICU/PICU, Department of Health, and Therapists. Of parents self-

referring into the System, Quantitative Data reports that the majority are informed about the system by their physician.

Table 5.2: Out of 16 States falling in the moderate eligibility category, Tennessee ranks 10th (.67%) in the number of eligible children with IFSPs. Tennessee falls below the national baseline (-.25) of .92 for children this age range.

Table 5.3: 2004, 618 Child Count reports 528 children birth to 1 year of age served in TN's Part C System. The three largest districts in the state which served greatest number of children this age were: East Tennessee, Memphis Delta, and Greater Nashville. The three smallest districts in the state which served the fewest number of children this age were: Southwest, First Tennessee, and Northwest.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target has been set for an increase of .07% in the number of children served birth to one year of age with an estimated total of 565.
2006 (2006-2007)	Target has been set for an increase of .06% in the number of children served birth to one year of age with an estimated total of 600.
2007 (2007-2008)	Target has been set for an increase of .05% in the number of children served birth to one year of age with an estimated total of 630.
2008 (2008-2009)	Target has been set for an increase of .04% in the number of children served birth to one year of age with an estimated total of 655.
2009 (2009-2010)	Target has been set for an increase of .03% in the number of children served birth to one year of age with an estimated total of 675.
2010 (2010-2011)	Target has been set for an increase of .02% in the number of children served birth to one year of age with an estimated total of 689.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Modify current Quantitative Data System to support gathering, analysis and reporting of data to reflect age of child at referral by referral source.	January 2006	Part C Data Coordinator; TEIS Training and TA Project
Organize interagency committee explore the development of an updated comprehensive child find plan specific to Part C including clarifying barriers to identification of children in a timely manner and	January 2006	TN DOE, State ICC, TN Governor's Office of Children's Care Coordination

identifying approaches and supports for identifying infants and toddlers with disabilities.		
Continue collaborative efforts with Federal and State initiatives to support young children and their families.	Ongoing	TN DOE Office of Early Learning; State's Newborn Hearing Screening Project; TN Child Health Profile Project(TN-CHP), the Governor's Office for Children's Care Coordination and the State TenderCare Efforts (Informing physicians and the public about EPSDT); Early Childhood Comprehensive System Project (ECCS) TN Infant-Toddler Child Care Initiative; Project; SSI; TN Dept. Children's Services (CAPTA referrals); etc
TEIS POE and EI Service Providers continue to maintain records of specific efforts to inform the public and identify children who are eligible, or potentially eligible for TEIS.	Ongoing	TEIS Point of Entry Personnel; LICCs; Part C Monitoring System
Include tracking of local public awareness activities in the TEIDS to allow for more definitive reporting on local efforts.		TEIDS Project Coordinator and DSE Part C Monitoring Coordinator
Track activity and progress on PIPs that have identified child find as a local need.		DSE Part C Monitoring Coordinator; DSE and DMRS TA Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Support the expansion of the START program of Early Intervention training/tools to Pediatric offices in Tennessee	Implemented-Ongoing	Dr. Quentin Humberd, Developmental Pediatrician; SICC member
Analysis of newly installed TEIDS tracking in terms of referral sources, age of entry	Implemented-Ongoing	Yahasoft Inc. (Roy Su, Developer)
The GOCCC workgroup including Emerald Consulting will be studying Child Find and Eligibility Procedures,	February 2007	GOCCC, DSE Leadership Staff, Emerald Consulting

including identifying any potential for reducing barriers to eligibility determination. Appropriate state wide policy will be implemented by January 1, 2007 to ensure consistent, timely eligibility procedures.		

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	Division of Special Education (DSE) Public Awareness Coordinator, Part C Coordinator, Office of Early Childhood (OEC) Director
Continue collaboration with the START Program.	Began 2005 and ongoing	DSE Public Awareness Coordinator, TEIS-POE Leadership
Maintain documentation related to public awareness and child find activities.	Began October 2008 and ongoing	TEIS-POE Eligibility Coordinator
Submit documentation related to public awareness and child find activities.	Begin October 2009 and annually	TEIS-POE Eligibility Coordinator, DSE Public Awareness Coordinator
Update diagnosis condition list utilized for Part B of the definition for developmental delay.	Began June 2008, updated annually	DSE Public Awareness Coordinator, Part C Coordinator

REVISION MADE TO SPP: 2/1/10
Improvement Activities/Timelines/Resources established FFY 2008 (2008-2009)

Activity/ Action	Timelines	Resources
Research photo refractive vision screening technology options.	Summer 2009	DSE personnel, START Medical Director, Vanderbilt University
Purchase photo refractive vision screeners.	Fall 2009	DSE personnel
Train and implement POE Developmental Specialists in the use of photo refractive vision screeners.	Fall 2009	DSE personnel, Contract personnel, POE Eligibility Coordinators, POE Developmental Specialists
Consider revising state target for next SPP/APR (FFY 2010-2011) submission due February, 1, 2011.	Spring 2010	DSE personnel, State Interagency Coordinating Council (SICC)
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	June 2010	Part C Coordinator, DSE Training Workforce Development Coordinator, POE Trainer/ Mentors
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	Part C Coordinator, DSE Training Workforce Development Coordinator, POE Trainer/ Mentors
Update the TEIS Diagnoses and Conditions List to include the codes for International Statistical Classification of Diseases and Related Health Problems (ICD-9 Codes).	June 2010	DSE personnel, START Medical Director and additional stakeholders including medical, agency personnel, and parents

Upgrade Tennessee Early Intervention Data System (TEIDS) to contain a drop-down list of approved diagnoses along with ICD-9 Codes.	Fall 2010	DSE Data Manager and other DSE personnel, Yahasoft, Inc. Contractor
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	DSE personnel, START Medical Director and additional stakeholders including medical, agency personnel, and parents

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (.67%). See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	.89
2011-2012	.89
2012-2013	.89

State Performance Plan: Part C

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	OEC Director, OEC personnel	Ongoing. Review was not completed due to personnel constraints. The position for Public Awareness Coordinator has been vacant since Fall of 2009 and there has been a statewide hiring freeze in effect. It is expected the Plan will be reviewed by OEC personnel during FFY 2011-2012. A review of referral data report that physicians continue to be the primary referral source behind parents. It is believed that the START training positively impacts referrals from physicians.
Continue collaboration with the Screening Tools and Referral Training (START) Program.	Began 2005 and ongoing	OEC Training Workforce Development Coordinator, TEIS-POE Leadership	Ongoing. See narrative above this table for updated FFY 2010-2011 status.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012. It is anticipated a meeting will be held in Spring of 2012 for further discussion.
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's choice making throughout natural learning opportunities.	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee	Completed.

TEIS Training Workforce Development Coordinator in collaboration with TN Arc representative presented at the Division of College and Career Readiness Annual Conference in February 2011 and the 2011 Disability Mega Conference in May 2011. Training is provided to POE staff on an as needed basis. |

Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.			

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the modification of two activities and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Activity/ Action	Timelines	Resources
Purchase of Hearing Screening Devices to be used by TEIS-POE personnel during the eligibility evaluation process if a child is referred for a speech delay and/or if a family expresses a concern related to hearing. Devices will also be purchased for Head Start and Early Head Start programs throughout Tennessee.	September 2011	OEC Training Workforce Development Coordinator
Develop a formal protocol between TEIS and the Tennessee Head Start Collaborative Office for the purpose of Head Start programs (both Early Head Start and Head Start) to become a resource for families when an infant has failed the first newborn hearing screening and where the family is unable to receive a follow up screening in a location within a reasonable driving distance from their home. The designated OEC staff will assist a family in finding a Head Start program in their area as an option. Any infant who fails the second screening from a Head Start program will automatically be referred to TEIS with parent permission.	January 2012	OEC Training Workforce Development Coordinator, OEC Trainers, TN Head Start Collaboration Office, OEC Newborn Hearing Screening Coordinator
Provide training to both TEIS and Head Start/Early Head Start personnel by the authorized Vendor of purchase.	January 2012	OEC Training Workforce Development Coordinator, OEC Trainers, TN Head Start Collaboration Office, Vendor of purchase
Full implementation for use of hearing screening devices by TEIS-POE personnel and by Head Start/ Early Head Start Program personnel.	February 2012	POE TEIS personnel, Head Start/ Early Head Start personnel

The Lead Agency will target specific TEIS-Point of Entry (POE) offices to develop PSAs as a strategy to impact child find. These POEs will be selected based on district needs relative to child find.	Spring 2012	OEC Director, OEC Training Workforce Development Coordinator
The Lead Agency will initiate PSAs for specific TEIS-Point of Entry (POE) offices.	Summer 2012	OEC Director, OEC Training Workforce Development Coordinator
Deliver training to Early Intervention Resource Agencies (EIRA) and other early interventionists who provide services to children with vision impairments. Training provided is a collaborative effort between TEIS Training and Workforce Development personnel with the Tennessee School for the Blind. Qualification guidelines must be met by all participants. The intent of the training is to provide early interventionists with the strategies and skills needed to work with children with vision impairment.	August 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Tennessee School for the Blind
Deliver Train-the-Trainer Parent Training to Early Intervention Resource Agency (EIRA) personnel. Trainings address topics related to assisting parents working with their children who have Autism. The purpose of training is to provide early interventionists with training and materials that they can take back to their agencies to provide support to parents and staff working with children with Autism. Training is provided through a collaborative effort between TEIS Workforce Development and Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) personnel.	August and September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Vanderbilt TRIAD personnel
Deliver three regional trainings relative to working with children with multi-sensory delays. Training is provided as a collaborative effort between TREDS (Tennessee's Project for Individuals with Combined Hearing and Vision Loss) and TEIS Training Workforce Development personnel. Target participants are Early Intervention Resource Agencies (EIRAs) staff. The purpose of training is to provide information, skills and techniques to early interventionists working with children who have hearing and/or vision deficits.	September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, TREDS personnel

==REVISION MADE TO SPP: 2/1/13==

Improvement Activities/Timelines/Resources – <u>FFY 2011-2012 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	ECIP Director, ECIP personnel	Activity modified and revised activity in process. See activity revisions in table below.
Continue collaboration with the Screening Tools and Referral Training (START) Program.	Began 2005 and ongoing	ECIP Training Workforce Development Coordinator, TEIS-	Activity completed, now integrated into routine processes

Activity/ Action	Timelines	Resources	Activity Status
		POE Leadership	See Overview of the APR Development (p. 3-5) for additional information.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	ECIP personnel, START Medical Director and appropriate infant mental health medical personnel	Activity not completed and discontinued. Activity discontinued due to lack of personnel resources and ECIP priorities. Activity will be reconsidered in the future should another pediatric physician becomes an available resource for the Lead Agency.
Purchase of Hearing Screening Devices to be used by TEIS-POE personnel during the eligibility evaluation process if a child is referred for a speech delay and/or if a family expresses a concern related to hearing. Devices will also be purchased for Head Start and Early Head Start programs throughout Tennessee.	September 2011	ECIP Training Workforce Development Coordinator	Activity completed. Devices are used by TEIS Developmental Specialists during the evaluation process. See Overview of the APR Development (p. 3-5) for additional information.
Develop a formal protocol between TEIS and the Tennessee Head Start Collaborative Office for the purpose of Head Start programs (both Early Head Start and Head Start) to become a resource for families when an infant has failed the first newborn hearing screening and where the family is unable to receive a follow up screening in a location within a reasonable driving distance from their home. The designated ECIP staff will assist a family in finding a Head Start program in their area as an option. Any infant who fails the second screening from a Head Start program will automatically be referred to TEIS with parent permission.	January 2012	ECIP Training Workforce Development Coordinator, ECIP Trainers, TN Head Start Collaboration Office, ECIP Newborn Hearing Screening Coordinator	Activity completed, now integrated into routine processes Memorandum of Understanding (MOU) established across TEIS, Early Head Start/Head Start and LEAs. In addition, the ECIP Newborn Hearing Screening Coordinator assists families when needed to find the local Head Start program in their area. See Overview of the APR Development (p. 3-5) for additional information.
Provide training to both TEIS and Head Start/Early Head Start personnel by the authorized vendor of purchase.	January 2012	ECIP Training Workforce Development Coordinator, ECIP Trainers, TN Head Start Collaboration Office, Vendor of	Activity completed.

Activity/ Action	Timelines	Resources	Activity Status
		purchase	
Full implementation for use of hearing screening devices by TEIS-POE personnel and by Head Start/ Early Head Start Program personnel.	February 2012	POE TEIS personnel, Head Start/ Early Head Start personnel	Activity completed, now integrated into routine processes See Overview of the APR Development (p. 3-5) for additional information.
The Lead Agency will target specific TEIS-Point of Entry (POE) offices to develop PSAs as a strategy to impact child find. These POEs will be selected based on district needs relative to child find.	Spring 2012	ECIP Director, ECIP Training Workforce Development Coordinator	Activity modified and revised activity in process. See activity revisions below.
The Lead Agency will initiate PSAs for specific TEIS-Point of Entry (POE) offices.	Summer 2012	ECIP Director, ECIP Training Workforce Development Coordinator	Activity modified and revised activity in process. See activity revisions below.
Deliver training to Early Intervention Resource Agencies (EIRA) and other early interventionists who provide services to children with vision impairments. Training provided is a collaborative effort between TEIS Training and Workforce Development personnel with the Tennessee School for the Blind. Qualification guidelines must be met by all participants. The intent of the training is to provide early interventionists with the strategies and skills needed to work with children with vision impairment.	August 2011	ECIP Training Workforce Development Coordinator, ECIP Trainers, Tennessee School for the Blind	Activity completed.
Deliver Train-the-Trainer Parent Training to Early Intervention Resource Agency (EIRA) personnel. Trainings address topics related to assisting parents working with their children who have Autism. The purpose of training is to provide early interventionists with training and materials that they can take back to their agencies to provide support to parents and staff working with children with Autism. Training is provided through a collaborative effort between TEIS Workforce Development and Vanderbilt Treatment and	August and September 2011	ECIP Training Workforce Development Coordinator, ECIP Trainers, Vanderbilt TRIAD personnel	Activity completed.

Activity/ Action	Timelines	Resources	Activity Status
Research Institute for Autism Spectrum Disorders (TRIAD) personnel.			
Deliver three regional trainings relative to working with children with multi-sensory delays. Training is provided as a collaborative effort between TREDS (Tennessee's Project for Individuals with Combined Hearing and Vision Loss) and TEIS Training Workforce Development personnel. Target participants are Early Intervention Resource Agencies (EIRAs) staff. The purpose of training is to provide information, skills and techniques to early interventionists working with children who have hearing and/or vision deficits.	September 2011	ECIP Training Workforce Development Coordinator, ECIP Trainers, TREDS personnel	Activity completed.

> **Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:**

The state reviewed the effectiveness of SPP/APR targets and improvement activities, including timelines and resources outlined in the State Performance Plan (SPP) for Indicator 5. This review resulted in the modification of activities and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities in addition to these newly established activities.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources
The Lead Agency will implement a concerted child find and public awareness campaign in an effort to increase the number of infants and toddlers referred and ultimately served under the TEIS program. There are two components that will share the same measurement. 1. Beginning in the fall of 2012 the Lead Agency will fund multiple proposed and selected *local* public service announcements (PSAs) and other child find efforts conducted through POEs and Early Intervention Resource Agencies (EIRAs). Agencies may work internally but will be encouraged to work with other agencies in and outside the broad early childhood program to create, increase and implement new and expanded child find efforts at both public and professional levels in their local areas. These child find efforts	Fall 2012 through Spring 2014	Early Childhood IDEA Program (ECIP) personnel, selected TEIS-POEs, EIRAs, local community and media outlets

Activity/ Action	Timelines	Resources
will be funded through a request for proposal process with funds directed to POEs and EIRAs. All child find products will be shared across all POEs for possible replication in other areas. 2. The Lead Agency will fund *statewide* PSAs to create, increase and implement new and expanded child find efforts at both public and professional levels. Together local and statewide child find efforts will be measured for impact by comparing numbers of children referred and determined eligible at both the local POE and statewide level. Post PSA numbers will be compared to pre numbers to measure effectiveness. Local and statewide efforts will exist across the same areas simultaneously so measures of differentiated PSA effectiveness may not be possible. However, overall state and regional efforts will be reviewed across all POEs.		

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = [(# of infants and toddlers birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100 compared to National data.

Overview of Issue/Description of System or Process:

See overview on Indicator 5, page 20

Baseline Data for FFY 2004 (2004-2005):

Refer to table 5.1 on page 19, for referral data.

Table 6.1: Comparison of Tennessee with other States and Compared to the National Baseline for the percentage of children served birth through age 2 years.

State	Population Served (National baseline = 2.24)	Difference from National Baseline
New York	4.26	+2.02
Rhode Island	3.56	+1.32
Connecticut	3.10	+.86
Illinois	2.86	+.62
Idaho	2.73	+.49
Kentucky	2.29	+.05
New Jersey	2.21	-.03
Texas	1.84	-.40
Puerto Rico	1.80	-.44
Utah	1.77	-.47
Nebraska	1.74	-.50
Tennessee	**1.71**	**-.53**
California	1.67	-.57
Oregon	1.55	-.69
South Carolina	1.36	-.88
Georgia	1.33	-.91

Moderate Eligibly Category

Table 6.1 reports data from the 2004, 618 Child Count for states who fall in the moderate category for eligibility. This Table also includes a comparison of states to the national baseline for this population of children.

Table 6.2: 2004 618 Child Count Data for Children Served Birth through Age Two Years.

TEIS District	Birth to 1 Year

First Tennessee (FT)	296
East Tennessee (ET)	804
Southeast (SE)	352
Upper Cumberland (UC)	298
Greater Nashville (GN)	689
South Central (SC)	527
Northwest (NW)	208
Southwest (SW)	180
Memphis Delta (MD)	619
State Total	**3,973**

Table 6.2 reports 618 Child Count Data from 2004 for the number of children served by District and total for the state, birth through two years of age.

Discussion of Baseline Data:

Table 6.1: Out of 16 States falling in the moderate eligibility category, Tennessee ranks 12th (1.71%) in the number of eligible children with IFSPs. Tennessee falls below the national baseline (-.53) of 2.24 for children this age range.

Table 6.2: 2004, 618 Child Count reports 3,973 children birth though age two years served in TN's Part C System. The three largest districts in the state which served greatest number of children this age were: East Tennessee, Greater Nashville, and Memphis Delta. The three smallest districts in the state which served the fewest number of children this age were: Southwest, Northwest, and First Tennessee.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target has been set for an increase of 12% (4,360) of children served birth through two years of age.
2006 (2006-2007)	Target has been set for an increase of 12% (4,360) of children served birth through two years of age.
2007 (2007-2008)	Target has been set for an increase of 10% (4,796) of children served birth through two years of age.
2008 (2008-2009)	Target has been set for an increase of 8% (5,180) of children served birth through two years of age.
2009 (2009-2010)	Target has been set for an increase of 6% (5,490) of children served birth through two years of age.
2010 (2010-2011)	Target has been set for an increase of 6% (5,820) of children served birth through two years of age.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

State Performance Plan: Part C

TENNESSEE
State

Activities	Timelines	Resources
Modify current Quantitative Data System to support gathering, analysis and reporting of data to reflect age of child at referral by referral source.	January 2006	Part C Data Coordinator; TEIS Training and TA Project
Organize interagency committee explore the development of an updated comprehensive child find plan specific to Part C including clarifying barriers to identification of children in a timely manner and identifying approaches and supports for identifying infants and toddlers with disabilities.	January 2006	TN DOE, State ICC, TN Governor's Office of Children's Care Coordination
Continue collaborative efforts with Federal and State initiatives to support young children and their families.	Ongoing	TN DOE Office of Early Learning; State's Newborn Hearing Screening Project; TN Child Health Profile Project(TN-CHP), the Governor's Office for Children's Care Coordination and the State TenderCare Efforts (Informing physicians and the public about EPSDT); Early Childhood Comprehensive System Project (ECCS) Project; TN Infant-Toddler Child Care Initiative; SSI; TN Dept. Children's Services (CAPTA referrals)
TEIS POE and EI Service Providers continue to maintain records of specific efforts to inform the public and identify children who are eligible, or potentially eligible for TEIS.	Ongoing	TEIS Point of Entry Personnel; LICCs; Part C Monitoring System
Include tracking of local public awareness activities in the TEIDS to allow for more definitive reporting on local efforts.	September 2006	TEIDS Project Coordinator and DSE Part C Monitoring Coordinator
Track activity and progress on local APRs that have identified child find as a local need.	Annually beginning March 2006	DSE Part C Monitoring Coordinator; DSE and DMRS TA Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Support the expansion of the START program of Early Intervention training/tools to Pediatric offices in Tennessee	Implemented-Ongoing	Dr. Quentin Humberd, Developmental Pediatrician; SICC member
Analysis of newly installed TEIDS tracking in terms of referral sources, age of entry	Implemented-Ongoing	Yahasoft Inc. (Roy Su Developer)

The GOCCC workgroup including Emerald Consulting will be studying Child Find and Eligibility Procedures, including identifying any potential for reducing barriers to eligibility determination. Appropriate state wide policy will be implemented by January 1, 2007 to ensure consistent, timely eligibility procedures.	February 2007	GOCCC, DSE Leadership Staff, Emerald Consulting

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	Division of Special Education (DSE) Public Awareness Coordinator, Part C Coordinator, Office of Early Childhood (OEC) Director
Continue collaboration with the START Program.	Began 2005 and ongoing	DSE Public Awareness Coordinator, TEIS-POE Leadership
Maintain documentation related to public awareness and child find activities.	Began October 2008 and ongoing	TEIS-POE Eligibility Coordinator
Submit documentation related to public awareness and child find activities.	Begin October 2009 and annually	TEIS-POE Eligibility Coordinator, DSE Public Awareness Coordinator
Update diagnosis condition list utilized for Part B of the definition for developmental delay.	Began June 2008, updated annually	DSE Public Awareness Coordinator, Part C Coordinator

REVISION MADE TO SPP: 2/1/10

Activity/ Action	Timelines	Resources
Research photo refractive vision screening technology options.	Summer 2009	DSE personnel, START Medical Director, Vanderbilt University
Purchase photo refractive vision screeners.	Fall 2009	DSE personnel
Train and implement POE Developmental Specialists in the use of photo refractive vision screeners.	Fall 2009	DSE personnel, Contract personnel, POE Eligibility Coordinators, POE Developmental Specialists
Consider revising state target for next SPP/APR (FFY 2010-2011) submission due February, 1, 2011.	Spring 2010	DSE personnel, State Interagency Coordinating Council (SICC)
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	June 2010	Part C Coordinator, DSE Training Workforce Development Coordinator, POE Trainer/ Mentors
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	Part C Coordinator, DSE Training Workforce Development Coordinator, POE Trainer/ Mentors
Update the TEIS Diagnoses and Conditions List to include the codes for International Statistical Classification of	June 2010	DSE personnel, START Medical Director and additional stakeholders including medical, agency personnel,

Diseases and Related Health Problems (ICD-9 Codes).		and parents
Upgrade Tennessee Early Intervention Data System (TEIDS) to contain a drop-down list of approved diagnoses along with ICD-9 Codes.	Fall 2010	DSE Data Manager and other DSE personnel, Yahasoft, Inc. Contractor
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	DSE personnel, START Medical Director and additional stakeholders including medical, agency personnel, and parents

REVISION MADE TO SPP: 2/1/11
The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
A statewide parent outreach and training will be conducted regarding early identification of Autism spectrum disorders. This activity is a result of the Tennessee's "Learn the Signs Act Early" leadership team. This project is a national priority for the Centers for Disease Control (CDC). This work will be completed via a contract/subcontract with the three state chapters of the Autism Society of America.	July 2010	OEC Training Workforce Development Coordinator, Three Regional State Chapters of the Autism Society of America
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's' choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee

The state reviewed and revised its SPP/APR Targets beginning FFY 2012. Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (1.71%). See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target

2010-2011	2.37%	
2011-2012	2.37%	
2012-2013	2.37%	

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	OEC Director, OEC personnel	Review was not completed due to personnel constraints. The position for Public Awareness Coordinator has been vacant since Fall of 2009 and there has been a statewide hiring freeze in effect. It is expected the Plan will be reviewed by OEC personnel during FFY 2011-2012. A review of referral data report that physicians continue to the primary referral source second to parents. It is believed that the START training positively impacts referrals from physicians.
Continue collaboration with the START Program.	Began 2005 and ongoing	OEC Training Workforce Development Coordinator, TEIS-POE Leadership	Ongoing. See narrative above this table for updated FFY 2010-2011 status.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	OEC Director, OEC Training Workforce Development Coordinator	Activity has been modified. See Revised Activities below.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012. It is anticipated a meeting will be held in Spring of 2012 for further discussion.
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee	Completed.

TEIS Training Workforce Development Coordinator in collaboration with TN Arc representative presented at the Division of College and Career Readiness Annual Conference in |

that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's' choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.			February 2011 and the 2011 Disability Mega Conference in May 2011. Training is provided to POE staff on an as needed basis.
A statewide parent outreach and training will be conducted regarding early identification of Autism spectrum disorders. This activity is a result of the Tennessee's "Learn the Signs Act Early" leadership team. This project is a national priority for the Centers for Disease Control (CDC). This work will be completed via a contract/subcontract with the three state chapters of the Autism Society of America.	July 2010	OEC Training Workforce Development Coordinator, Three Regional State Chapters of the Autism Society of America	Completed July 2011.

Thirty-three trainings were provided statewide with a total attendance of 725 participants which included both parent and practitioners. Evaluation feedback for training was positive. |

**Revisions, with Justification, to Proposed Targets/Improvement
Activities/Timelines/Resources for FFY 2010-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the modification of two activities and the development of additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities and the addition of new activities.

Activity/ Action	Timelines	Resources
Deliver training to Early Intervention Resource Agencies (EIRA) and other early interventionists who provide services to children with vision impairments. Training provided is a collaborative effort between TEIS Training and Workforce Development personnel with the Tennessee School for the Blind. Qualification guidelines must be met by all participants. The intent of the training is to provide early interventionists with the strategies and skills needed to work with children with vision impairment.	August 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Tennessee School for the Blind
Deliver Train-the-Trainer Parent Training to Early Intervention Resource Agency (EIRA) personnel. Trainings address topics related to assisting parents working with their children who have Autism. The purpose of training is to provide early interventionists with training and materials that they can take back to their agencies to provide support to parents and staff working with children with Autism. Training is provided through a collaborative effort between TEIS Workforce Development and Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) personnel	August and September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, Vanderbilt TRIAD personnel
Deliver three regional trainings relative to working with children with multi-sensory delays. Training is provided as a collaborative effort between TREDS (Tennessee's Project for Individuals with Combined Hearing and Vision Loss) and TEIS Training Workforce Development personnel. Target participants are Early Intervention Resource Agencies (EIRAs) staff. The purpose of training is to provide information, skills and techniques to early interventionists working with children who have hearing and/or vision deficits.	September 2011	OEC Training Workforce Development Coordinator, OEC Trainers, TREDS personnel
The Lead Agency will target specific TEIS-Point of Entry (POE) offices to develop PSAs as a strategy to impact child find. These POEs will be selected based on district needs relative to child find.	Spring 2012	OEC Director, OEC Training Workforce Development Coordinator
The Lead Agency will initiate PSAs for specific TEIS-Point of Entry (POE) offices.	Summer 2012	OEC Director, OEC Training Workforce Development Coordinator

REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Activity Status
See updates for improvement activities under Indicator 5.			

State Performance Plan: Part C

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011-2012

The state reviewed the effectiveness of SPP/APR targets and improvement activities, including timelines and resources outlined in the State Performance Plan (SPP) for Indicator 6. This review resulted in the modification of activities and the development of additional activities (refer to Indicator 5). The Lead Agency will continue to implement ongoing activities in the SPP along with these new activities. The SPP has been updated to reflect the status of earlier SPP/APR activities in addition to these newly established activities.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources
See new improvement activities under Indicator 5.		

State Performance Plan: Part C

<u>   TENNESSEE   </u>
State

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = [(# of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by the (# of eligible infants and toddlers evaluated and assessed] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

Overview of Issue/Description of System or Process:

Part C - Infants and Toddlers with Disabilities, of IDEA (Individuals with Disabilities Education Act) is a federally regulated program that offers financial assistance to States to develop and implement a system that provides early intervention services for infants and toddlers with disabilities and their families. These services are made available in the state of Tennessee through Tennessee's Early Intervention System (TEIS). The lead agency for this State's system is the State of Tennessee Department of Education, Division of Special Education.

The Tennessee Early Intervention System is managed through a dynamic hierarchy of administrative entities at the local, regional, and statewide levels. The TEIS consists of a central state office that coordinates and supervises the functions of nine district (regional) offices. Each district office coordinates the central Point of Entry (POE) and service coordination for their entire region, and coordinates the delivery of service to children in that district. Within each district is an array of service providers that deliver the actual services at the local level to the families and children.

There are currently approximately 4200 children served through TEIS. There are nine Points of Entry sites which serve nine districts across the state. It is at these Points of Entry that children are assigned a Service Coordinator to oversee the Eligibility Determination Process and IFSP development. Above the approximately 4200 children served, another 25-30% is handled by these Points of Entry via referrals, screenings, and follow-up. The TEIS program currently collects and reports their required data with a <u>FileMaker Pro</u> database.

Baseline Data for FFY 2004 (2004-2005):

Baseline Data for FFY 2004 (2004-2005): 2151 (Evaluations and IFSP's) out of a total of 3713 (Evaluations and IFSP's) were conducted within the Part C's 45 day timeline. This accounts for a 57.93% rate of timely completion of Evaluations and IFSP's.

A. Over 30 days no intake

	9/15/04	12/15/04	3/15/2005	6/15/2005		9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	8	9	13	1	1st TN	2.29%	2.66%	3.49%	0.28%
ET	11	25	14	10	ET	1.06%	2.53%	1.37%	0.99%
SE	6	1	1	2	SE	1.31%	0.23%	0.22%	0.42%
UC	5	2	1	3	UC	1.24%	0.51%	0.27%	0.84%
GN	33	6	27	15	GN	3.40%	0.68%	2.80%	1.57%
SC	13	3	8	11	SC	1.94%	0.48%	1.18%	1.54%
NW	1	2	0	0	NW	0.38%	0.75%	0.00%	0.00%
SW	5	0	1	0	SW	2.54%	0.00%	0.50%	0.00%
MD	1	6	6	11	MD	0.14%	0.82%	0.76%	1.40%
Total	83	54	71	53	Total	1.64%	1.11%	1.39%	1.04%

B. Over age 3

	9/15/04	12/15/2004	3/15/2005	6/15/2005		9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	4	0	0	0	1st TN	1.15%	0.00%	0.00%	0.00%
ET	0	0	2	1	ET	0.00%	0.00%	0.20%	0.10%
SE	1	0	0	0	SE	0.22%	0.00%	0.00%	0.00%
UC	0	0	0	0	UC	0.00%	0.00%	0.00%	0.00%
GN	0	1	0	0	GN	0.00%	0.11%	0.00%	0.00%
SC	22	0	0	0	SC	3.28%	0.00%	0.00%	0.00%
NW	0	0	0	0	NW	0.00%	0.00%	0.00%	0.00%
SW	3	0	0	0	SW	1.52%	0.00%	0.00%	0.00%
MD	26	0	0	0	MD	3.62%	0.00%	0.00%	0.00%
Total	56	1	2	1	Total	1.10%	0.02%	0.04%	0.02%

C. Initial IFSPs not completed (more than 45 days

	9/15/04	12/15/2004	3/15/2005	6/15/2005		9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	14	17	14	9	1st TN	4%	5%	3.75%	2.56%
ET	54	117	63	39	ET	5%	12%	6.15%	3.85%
SE	7	6	14	3	SE	2%	1%	3.07%	0.64%
UC	19	26	17	17	UC	5%	7%	4.52%	4.78%
GN	102	116	95	126	GN	10%	13%	9.87%	13.21%
SC	33	33	46	31	SC	5%	5%	6.79%	4.35%
NW	7	2	3	2	NW	3%	1%	1.19%	0.74%
SW	0	0	1	1	SW	0%	0%	0.50%	0.50%
MD	47	25	12	0	MD	7%	3%	1.53%	0.00%
Total	283	342	265	228	Total	6%	7%	5.19%	4.46%

D. Transition meetings less than 90 days or more than 180 days

				6/15/2005					6/15/05%
FT				11	FT				3.13%
ET				59	ET				5.82%
SE				37	SE				7.86%
UC				18	UC				5.06%
GN				56	GN				5.87%
SC				46	SC				6.46%
NW				7	NW				2.58%
SW				11	SW				5.50%
MD				33	MD				4.20%
Total				278	Total				5.43%

D. Number for explanation

	9/15/04	12/15/2004	3/15/2005	6/15/2005		9/15/04	12/15/2004	3/15/2005	
1st TN	26	26	27	21	1st TN	7%	8%	7.24%	5.97%
ET	65	141	80	109	ET	6%	14%	7.81%	10.75%
SE	14	7	15	42	SE	3%	2%	3.29%	8.92%
UC	24	28	18	38	UC	6%	7%	4.79%	10.67%
GN	135	123	122	201	GN	14%	14%	12.67%	21.07%
SC	68	36	54	91	SC	10%	6%	7.98%	12.78%
NW	8	4	3	9	NW	3%	2%	1.19%	3.32%
SW	8	0	1	12	SW	4%	0%	0.50%	6.00%
MD	72	31	18	44	MD	10%	4%	2.29%	5.61%
Total	420	396	338	567	Total	8%	8%	6.62%	11.09%

E. Total # on QR

	9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	349	338	373	352
ET	1039	988	1024	1014
SE	459	426	456	471
UC	402	392	376	356
GN	972	887	963	954
SC	671	629	677	712
NW	266	266	253	271
SW	197	197	199	200
MD	718	728	786	785
Total	5073	4851	5107	5115

State Performance Plan: Part C

Discussion of Baseline Data:

The State Lead agency implemented focused monitoring efforts around the issue of timely IFSP development in August 2003. An extensive on site record review was completed that identified specific barriers to the completion of IFSP development. Local issues were shared with district offices and plans for compliance were encouraged. As of September 2004, the State lead agency recognized that although some progress on IFSP timelines had occurred, additional monitoring efforts were deemed necessary. Starting on September 15, 2004, the State Department of Education began requiring the Quarterly Case Report from each of the district offices. This data report is consistently gathered and submitted by all nine district offices. The report looks at several performance and compliance issues. The report is a child level report that tracks timelines for IFSP development. Initial, six month, annual and transition conference timelines are all tracked with this one tool. Additional performance measures that are tracked are timeliness from referral to intake and case load. This compliance report is reported by individual service coordinator. The tool allows district and state administrators to identify if there are state, district, county or staff level compliance issues around timely IFSP development. The state Lead Agency identifies any meeting that is not held in a timely manner and requires specific case by case justification/explanation for late meetings. We have seen many districts make tremendous progress on timely IFSP development; the state has also seen a steady increase in performance since the inception of this compliance tool. The lead agency has encouraged the utilization of this data tool as a monthly district compliance measure. Many offices have developed this approach. The state has initiated intensive targeted technical assistance to the districts that have not seen a significant increase in the timeliness of Eligibility Determination and IFSP development. (Please note below the baseline trend of timely IFSP development since the initiation of the "Quarterly Case Report" and the associated monitoring functions.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2006 (2006-2007)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2007 (2007-2008)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2008 (2008-2009)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.

2009 **(2009-2010)**	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSP's not completed within the specified timeline of 45 days.
2010 **(2010-2011)**	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSP's not completed within the specified timeline of 45 days.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities/Resources	Timelines	Resources
The lead agency will encourage the utilization of the Quarterly Case Report tool as a monthly district compliance measure. A number of offices have developed this approach. The state has initiated intensive targeted technical assistance to the districts that have not seen a significant increase in the timeliness of Eligibility Determination and IFSP development. The state lead agency is exploring the idea of requiring monthly submissions.(Please note above the baseline trend of timely IFSP development since the initiation of the "Quarterly Case Report" and the associated monitoring functions	Begin September 2005	DSE Data and Monitoring Personnel, Quarterly Report Submission
Specific Case by Case Reporting will continue to be Required from the Districts to the State regarding any Initial IFSP that is not completed within 45 days of the referral into the Part C system	Ongoing with through submission of Quarterly Caseload Report	Point of Entry Staff, DSE Data and Monitoring Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around timely initial IFSPs, including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2006	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to the accuracy of data they submit to the State.	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators,

Activity/ Action	Timelines	Resources
		Contract Coordinators, and Principal Investigators
Data verification regarding "reasons of delay" via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timely initial IFSP meetings pending recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews) completed by service coordinators. The purpose of reviews is three-fold: 1) correction of TEIDS data entry errors; 2) ensuring TEIDS documentation when meetings were untimely; and 3) verification of hard documentation where family denied access to private insurance for services. Weekly review report is sent to the State central office.	Began May 2008 and ongoing weekly	TEIS POE Leadership personnel, DSE State Data Manager

Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled on July 31st for the fiscal year	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	August for the fiscal year	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify data fidelity.	August/September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultants
Issue written finding where noncompliance is discovered.	September for the fiscal year	Part C Monitoring Coordinator, Director
Develop a Corrective Action Plan (CAP) for approval when there is a written finding.	September for the fiscal year	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Utilize both TEIDS data and CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	Monthly, until correction achieved	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify data fidelity.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultants
Issue written letter of correction when compliance has been achieved.	Date correction validated	Part C Monitoring Coordinator, Director
Provide DSE technical assistance to TEIS-POEs as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	DSE monitoring personnel, other DSE personnel depending on TA needs/requirements

REVISION MADE TO SPP: 2/1/10 and 4/8/10

Improvement Activities/Timelines/Resources established FFY 2008 (2008-2009)

Activity/ Action	Timelines	Resources
Develop required training for all TEIS Point of Entry Offices (POEs) on the following topics: family focused IFSP development; goal and action step development; procedural safeguards; and policies and procedures.	February-March 2009	DSE Training Workforce Development Coordinator, DSE Trainer/ Mentors, Part C Monitoring Team
Provide two-day training to all TEIS POE personnel.	April-May 2009	DSE Training Workforce Development Coordinator, DSE Trainer/ Mentors, Part C Monitoring Coordinator
Purchase laptop computers and wireless internet cards for POE Developmental Specialist and Service Coordinators.	July 2009	DSE personnel, DSE Information Technology personnel, DOE fiscal personnel, Department of Finance and Administration

Distribute laptop computers and wireless internet cards to POE Developmental Specialist and Service Coordinators.	September 2009	DSE personnel, DSE Information Technology personnel
Phase into the primary use of laptops statewide where internet connectivity is available.	April 2010	POE District Administrators, Developmental Specialists, Service Coordinators

REVISION MADE TO SPP: 2/1/11

As the state does not report 100% compliance for Indicator 7, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities along with these new activities. The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u>.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, and OEC Data Managers
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS POE District Administrators and Leadership
Develop a reporting structure to ensure consistent <u>professional development</u>.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator; and OEC Training Team

Utilize SMART Job Plan performance data for Indicator 7 when conducting TEIS POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1st Interim) November 2010 (2nd Interim) February 2011 (Annual Performance Evaluations)	TEIS POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – **FFY 2010-2011 Updates**

Activity/ Action	Timelines	Resources	Activity Status
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u>.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood	Completed July 2010.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed.

The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC |

management and aid in the tracking and correction of system issues increasing the POE's level of compliance.			State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes. The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes. Based on annual monitoring data, it is believed that the re-structure of these positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the provision of consistent <u>professional development</u>.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed. Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team	Completed. See narrative for the preceding activity status.
Utilize SMART Job Plan performance data for Indicator 7 when conducting TEIS-POE Interim Performance Reviews and Annual	July 2010 (1st Interim) November 2010 (2nd Interim) February	TEIS-POE supervisory personnel (District Administrators, Service Coordination	Completed. SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion"

Performance Evaluations.	2011 (Annual Performance Evaluations)	Managers, Eligibility Coordinators), Part C Coordinator	above regarding impact of process.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2011:

As the state does not report 100% compliance for Indicator 7, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities along with these new activities. The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2010 (2010-2011)

Activity/ Action	Timelines	Resources
The Routines Based Interview (RBI) continues to be Tennessee's process for gathering family assessment information for IFSP development. Three OEC Trainers will participate in the 2011 Routines Based Interview Certification Institute in order to develop additional personnel resources to monitor quality and provide support to TEIS-POEs as they complete RBIs.	August 2011	OEC Training Workforce Development Coordinator, OEC Training personnel
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	OEC Trainer, Part C Monitoring Coordinator

REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – <u>FFY 2011-2012 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
The Routines Based Interview (RBI) continues to be Tennessee's process for gathering family assessment information for IFSP development. Three ECIP Trainers will participate in the 2011 Routines Based Interview Certification Institute in order to develop additional personnel resources to monitor quality and provide support to TEIS-POEs as they complete RBIs.	August 2011	ECIP Training Workforce Development Coordinator, ECIP Training personnel	Activity completed, now integrated into routine processes. RBI Bootcamp Training was completed and conducted by TEIS training staff. Participants submitted videos for TEIS certification. Feedback training will be provided to District Administrators in preparation for ongoing support to participants.
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	ECIP Trainer, Part C Monitoring Coordinator	Activity completed. See Overview of the APR Development (p. 3-5) for further information.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 7, including Timelines and Resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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Indicator 8: Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

   A. IFSPs with transition steps and services
   B. Notification to LEA, if child potentially eligible for Part B: and
   C. Transition conference, if child potentially eligible for Part B.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

A. Percent = [(# of children exiting Part C who have an IFSP with transition steps and services) divided by the (# of children exiting Part C)] times 100.

B. Percent = [(# of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100.

C. Percent = [(# of children exiting Part C and potentially eligible for Part B where the transition conference occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100.

   Account for untimely transition conferences, including reasons for delays.

Overview of Issue/Description of System or Process:

Past analyses of TN transition processes have focused on number of transition conference processes and timelines rather than this December 2005 SPP's requirement to report on number of children as the unit of analyses. However, baseline and trend data related to transition reported In Tennessee's March 2004 APR, Part C, does provide valuable information that directs Tennessee's improvement plan. These are reflected in the activities, timelines, and resources of this December 2005 SPP, Part C, Indicator 8. Please note that Tennessee state regulations related to notification to LEA include the language, "with parental consent." This factor, therefore, influences our notification measure (B).

Baseline Data for FFY 2004 (2004-2005):

A. Tennessee Quantitative Data System

   TABLE 8.2

2004-2005 QUANTITATIVE DATA SUMMARY FOR LEA NOTIFICATION										
	FT	ET	SE	UC	GN	SC	NW	SW	MD	**TOTAL**
7/1/2004-6/30/2005										
Children turning three minus families who refused services (C-E)	311	1072	401	157	1167	1010	169	213	358	4858
Number of referrals to LEA by age 2 (A)	89	97	41	46	135	60	96	16	78	658

Percent = # of children exiting where notification occurred divided by # of children exiting times 100 (#2/#1)*100										
	28.62	9.05	10.22	29.30	11.57	5.94	56.80	7.51	21.79	13.54

B. TEIS Quarterly Caseload Reports

TABLE 8.2

<table>
<tr><td colspan="7" align="center">TRANSITION MEETINGS
June 15, 2005 Quarterly Caseload Report Summary</td></tr>
<tr>
<td></td>
<td># 3rd Birthday by 9/15/05 Number exiting Part C and potentially elig. For Part B</td>
<td># of Transition meetings within timeline (90 days -6 mos)</td>
<td>% of transition meetings within timeline (column b / column c*100)</td>
<td>Family reasons as reason for delay(excluded from column b for total number of children exiting)</td>
<td>% of transition meetings within timeline minus family reasons</td>
<td>family refusal for referral to Part B</td>
</tr>
<tr><td>FT</td><td>35</td><td>28</td><td>80.00%</td><td>5</td><td>93.33%</td><td>1</td></tr>
<tr><td>ET</td><td>122</td><td>71</td><td>58.20%</td><td>28</td><td>75.53%</td><td>2</td></tr>
<tr><td>SE</td><td>57</td><td>40</td><td>70.18%</td><td>7</td><td>80.00%</td><td>5</td></tr>
<tr><td>UC</td><td>30</td><td>16</td><td>53.33%</td><td>10</td><td>80.00%</td><td>0</td></tr>
<tr><td>GN</td><td>93</td><td>60</td><td>64.52%</td><td>20</td><td>82.19%</td><td>14</td></tr>
<tr><td>SC</td><td>77</td><td>52</td><td>67.53%</td><td>11</td><td>78.79%</td><td>7</td></tr>
<tr><td>NW</td><td>26</td><td>20</td><td>76.92%</td><td>1</td><td>80.00%</td><td>1</td></tr>
<tr><td>SW</td><td>20</td><td>17</td><td>85.00%</td><td>2</td><td>94.44%</td><td>1</td></tr>
<tr><td>MD</td><td>85</td><td>51</td><td>60.00%</td><td>18</td><td>76.12%</td><td>0</td></tr>
<tr><td></td><td>545</td><td>355</td><td>65.14%</td><td>102</td><td>80.14%</td><td>31</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Every child who was turning three on or before 9/15/05 was included.</td></tr>
<tr><td colspan="7">Late referrals (90 days or less) before there 3rd birthday was excluded.</td></tr>
</table>

Discussion of Baseline Data:

A. In Table 8.1 above, Tennessee's Quantitative Data provides notification to LEAs and the total number of referrals to LEAs by age two for FFY 2004-05. This number of referrals was DIVIDED BY all state children who were turning three MINUS the number of families who refused Part B services AND MINUS the number of children who entered the system after age two to arrive at a percentage of referrals to LEAs. Analysis shows that 13.54% of children turning age three were referred to an LEA by age two. However, data reported in all of the nine TEIS districts ranged from 9% of children being reported to LEAs by age two to 57% of children being reported to LEAs by age three. A more valid and reliable analysis of this measurement is possible; however, with Tennessee's current Quantitative Data System, this process would require twenty or more manual steps per child, which was not feasible for the deadline of this SPP. The February 2007 APR will report progress towards improving collection/analysis of this data.

B. In Table 8.2 above, TEIS Quarterly Caseload Data, reported from the state's nine district offices was used to identify every child turning three on or before 09.15.2005. Late referrals and refusals (90 days or less prior the third birthday) were excluded from the data. Two sets of percentages were calculated from this data:

1. The first percentage was based on all children (as described above) who had transition meetings within the timelines.

2. The second percentage did not include those children whose transitions were delayed due to family reasons.

The analysis shows that transition meetings within the timelines improved by approximately 15% (from 65.14 to 80.14) when family reasons were excluded. Tennessee has seen improvement in percentage of transition meetings held within required timelines when factoring out delays caused by family reasons.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. a. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. b. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2006 (2006-2007)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. c. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. d. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2007 (2007-2008)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. e. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. f. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2008	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third

(2008-2009)	birthday. g. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. h. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2009 (2009-2010)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. i. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. j. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2010 (2010-2011)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. k. 100% of children exiting Part C will have IFSPs that include _transition steps and services_. l. 100% of LEAs will receive _notification when there is parental consent_ for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
All persons providing Part C Service Coordination in Tennessee must complete required Service Coordinators Training Program (includes module on Transition).	Initiated September 2005	TN Service Coordinator Training Curriculum; Approved Trainers
Develop and implement Parent Training Curriculum and other resource documents regarding transition. Help parents prepare for transition by providing STEP/PTI preschool transition and basic workshops to all parents of two and three year olds.	Initiate March 2006	DSE Personnel; TN Parent Training and Information Center; National Early Childhood Transition Center (NECTC)
Continue Quarterly Partnership meetings with Early	Ongoing	State 619 Coordinator,

Intervention programs and LEAs		DSE EI TA Consultants and Preschool Consultants
Provide training to ensure accurate data entry by service coordinators	Ongoing	TEIDS Data Coordinator; DSE EI TA Consultants; TEIS Project Coordinators
Monitor the number and timeliness of transition conferences and participation of E I and LEA personnel in transition conferences through current data system.	Ongoing	TEIDS Data Coordinator; TEIS Project Coordinators
Finalize the full implementation of the web-based data system so that data is readily available at the state office. Modifications to local data base will be made for transition timelines in order to identify reason for delay in transition meetings	September 2006	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
Continue emphasis on local self-assessment Including local analysis and reporting performance in the area of transition through the Part C Monitoring System	Ongoing	DSE/DMRS EI TA Consultants and validation team
Provide joint training and TA opportunities for EI, LEA, and community programs in order to improve transitions for children exiting the Part C system (includes "Paving the Way" powerpoint, Early Childhood strand at the DSE Annual Spring Conference and implementation of Part C Service Coordination Training Modules/Transition Module #9).	Ongoing	DSE E I and Preschool Personnel; Parent Trainin and Information Centers; TEIS Approved Service Coordination Trainers
Implement Quarterly Case Report data collection from 9 TEIS district offices (including data fields for Transition Meeting Date).	Ongoing	TEIDS Data Coordinator and TEIS Part C Monitoring Coordinator
Children will be assigned a unique identifier in the TEIDS statewide database that will follow them into Part B (if eligible) or upon school entry at age 5. This will allow for seamless tracking into the Part B data system. This will improve TN's ability to obtain and analyze transition data and help identify areas and programs in need of improvement.	September 2006	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
Include a field in electronic database related to reasons why parents refuse Part B referral to LEA.	December 2005	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
IFSP transition plans will include referral of families to support resources (ex. Arc of TN and /or STEP/PTI or other agencies) for information as needed.	Ongoing	Family Service Coordinators/Family
TN DOE delineate in more detail responsibilities for Early Intervention Systems and for LEAs including guidance for EI facilitation of informal networking opportunities for families and LEA educators. Consider and address the problem of Part C having trouble contacting LEA preschool personnel in the	June 2005	619 Coordinator; stakeholder group

summer.		
Consider whether the fact that Part C personnel has different "work hours" than Part B personnel creates transition difficulties.		

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around transition plans, timely notifications to LEA and timely transition conference meetings including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to the accuracy of data they submit to the State.	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators, Contract Coordinators, and Principal Investigators
Data verification regarding "reasons of delay" via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timely initial IFSP meetings pending recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal

		Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews, LEA transition conferences) completed by service coordinators. The purpose of reviews: 1) correction of TEIDS data entry errors; and 2) ensuring TEIDS documentation when meetings were untimely; Weekly review report is sent to the State central office.	Began May 2008 and ongoing weekly	TEIS POE Leadership personnel, DSE State Data Manager
Utilize regularly the *Upcoming Meeting Report* generated by TEIDS as resource for planning/scheduling transition conferences.	Began 3/08	TEIS POE Leadership personnel.
Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled on July 31st for the fiscal year	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	August for the fiscal year	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify data fidelity.	August/September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultants
Issue written finding where noncompliance is discovered.	September for the fiscal year	Part C Monitoring Coordinator, Director
Develop a Corrective Action Plan (CAP) for approval when there is a written finding.	September for the fiscal year	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Utilize both TEIDS data and CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Untimely data are cleaned, validated, and analyzed related to identification of documented exceptional circumstances impacting timeline.	Monthly, until correction achieved	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify fidelity of data.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultants
Issue written letter of correction when compliance has been achieved.	Date correction validated	Part C Monitoring Coordinator, Director
Provide DSE technical assistance to TEIS-POEs as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	DSE monitoring personnel, other DSE personnel depending on TA needs/requirements

REVISION MADE TO SPP: 2/1/10

Improvement Activities/Timelines/Resources established FFY 2008 (2008-2009)

Activity/ Action	Timelines	Resources
Develop Transition booklet and web-based training modules.	January 2010	DSE Training Workforce Development Coordinator, POE Training/ Mentors
Present information about the new initiative to LEAs at Annual Special Education Conference – Presentation of booklet and web-based training.	February 2010	DSE Training Workforce Development Coordinator, POE Training/ Mentors
Full implementation of Transition booklet and the use of web-based training.	April 2010	DSE Training Workforce Development Coordinator, POE Training/ Mentors, TEIS Service Coordinators, Early Interventionists (EIRAs, Vendors, and State part-time personnel)

REVISION MADE TO SPP: 2/1/11

As the state does not report 100% compliance for Indicator 8C, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to data management and professional development.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent data management and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, and OEC Data Managers
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership	Begin December 2010 and	OEC Data Managers and TEIS POE District Administrators and Leadership

will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	ongoing	
Develop a reporting structure to ensure consistent <u>professional development</u>.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator; and OEC Training Team
Bi-monthly data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS transition data (i.e., assessment and services information) to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) State Data Manager and Public Consulting Group (PCG)
Utilize SMART Job Plan performance data for Indicator 8C when conducting TEIS POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1st Interim) November 2010 (2nd Interim) February 2011 (Annual Performance Evaluations)	TEIS POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator
Update "Early Childhood Transition: Connecting the Dots." Updates to include clarifications related to OSEP's Early Childhood Transition FAQs.	Spring 2011	OEC Preschool Consultant, Training Workforce Development Coordinator, State Data Manager, Training Team
Deliver training to TEIS POE and EIRA personnel on the usage of the "Steps to Success" Booklet and complementary web-based resource.	Spring 2011	OEC Preschool Consultant Training Workforce Development Coordinator, Training Team

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u>.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood	Completed July 2010.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, OEC State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed. The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, OEC State Data Manager, OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes. The Part C Monitoring Coordinator and OEC State Manager held two trainings/ meetings during FFY 2010-2011 with OEC

			Data Managers – March 2011 and June 2011.
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes. Based on annual monitoring data, it is believed that the re-structure of these positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the provision of consistent professional development.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed. Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator; and OEC Training Team	Completed. See narrative for the preceding activity status.
Bi-monthly data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS transition data (i.e., assessment and services information) to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The	Fall 2010 and ongoing	Office of Early Childhood (OEC) State Data Manager and Public Consulting Group (PCG)	Completed. Ongoing activity that is now integrated into routine processes. As anticipated, this process has improved data sharing. It is easier to now identify children who transitioned from Part C to Part B, 619. LEAs are now expecting data and communicating with

Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.			the OEC State Data Manager when a child's IFSP does not come with the data file. The process has improved Part C's supportive work relative to annual reporting by Part B, 619 for APR Indicator 12.
Utilize SMART Job Plan performance data for Indicator 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1st Interim) November 2010 (2nd Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator	Completed. SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion" above regarding impact of process.
Update "Early Childhood "Transition: Connecting the Dots." Updates to include clarifications related to OSEP's Early Childhood Transition FAQs.	Spring 2011	OEC Preschool Consultant, Training Workforce Development Coordinator, OEC State Data Manager, Training Team	Ongoing. All new TEIS-POE personnel are required to complete the training. Additionally, should a TEIS-POE have a finding of noncompliance for Indicator 8C all personnel will be required to complete a refresher as a standard action in the Corrective Action Plan (CAP). As personnel from Early Intervention Resource Agencies (EIRAs) are often involved in transition, new agency personnel are encouraged to complete the training. The Lead Agency has found this consistent training available to all involved with transition to be useful resource as it provides pertinent information relative to both Part C and Part B, 619 requirements. As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will

			re-revisit training curriculum making any additional adjustments warranted based on final regulations. Training had already been revised in FFY 2010-2011 to be consistent with OSEP guidance.
Deliver training to TEIS-POE and EIRA personnel on the usage of the "Steps to Success" Booklet and complementary web-based resource.	Spring 2011	OEC Preschool Consultant Training Workforce Development Coordinator, Training Team	Ongoing activity. Resource Book along with the training content has been completed Training relative to the usage of the booklet and web-based resource will completed Spring 2012.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

As the state does not report 100% compliance for Indicator 8C, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2010-2012)

Activity/ Action	Timelines	Resources
Deliver regional trainings with TEIS-POE leadership and LEAs regarding early childhood transition as a follow-up to the February 2011 Annual Division of College and Career Readiness Conference.	Fall 2011	OEC Director, 619 Coordinator, OEC State Data Manager, and 619 Regional Consultants
As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will re-revisit procedures/ processes again for early childhood transition relative to final regulations, making any adjustments warranted. Should revisions be necessary, the Lead Agency will provide further clarification jointly to TEIS-POEs and LEAs.	Spring 2012	Office of Early Childhood (OEC) Director, OEC personnel, Part B, 619
As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will develop an intra-agency agreement between Part C and Part B, 619 relative to early childhood transition.	April 2012	Office of Early Childhood (OEC) Director, OEC personnel, Part B, 619, Special Education Attorney

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Improvement Activities/Timelines/Resources – <u>FFY 2011-2012 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Update *Early Childhood Transition: Connecting the Dots.* Updates to include clarifications related to OSEP's Early Childhood Transition FAQs.	Spring 2013	ECIP Preschool Consultant, Training Workforce Development Coordinator, ECIP State Data Manager, Training Team	Activity in process. Updates are anticipated to be completed by Winter 2013. Training will be available to TEIS-POEs and EIRAs in Spring 2013. Once training has been updated and re-launched; future updates as needed will be integrated into regular processes.
Deliver training to TEIS-POE and EIRA personnel on the usage of the *Steps to Success* Booklet and complementary web-based resource.	Spring 2011	ECIP Preschool Consultant Training Workforce Development Coordinator, Training Team	Activity modified and revised activity in process. *Steps to Success* booklet and web-based resources are in the process of being reviewed and re-tooled relative to statewide consistency for TEIS and EIRA staff to use with families.
Deliver regional trainings with TEIS-POE leadership and LEAs regarding early childhood transition as a follow-up to the February 2011 Annual Division of College and Career Readiness Conference.	Fall 2011	ECIP Director, 619 Coordinator, ECIP State Data Manager, and 619 Regional Consultants	Activity completed.
As IDEA 2004, Part C Regulations were published September 2011 the Lead Agency will re-revisit procedures/ processes again for early childhood transition relative to final regulations, making any adjustments warranted. Should revisions be necessary, the Lead Agency will provide further clarification jointly to TEIS-POEs and LEAs.	Spring 2012	Early Childhood IDEA Programs (ECIP) Director, ECIP personnel, Part B, 619	Activity completed.

Activity/ Action	Timelines	Resources	Activity Status
As IDEA 2004, Part C Regulations were published September 2011; the Lead Agency will develop an intra-agency agreement between Part C and Part B, 619 relative to early childhood transition.	April 2012	Early Childhood IDEA Programs (ECIP) Director, ECIP personnel, Part B, 619, Special Education Attorney	Activity completed.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 8, including timelines and resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

Local Early Intervention Programs:
Tennessee's Early Intervention System (TEIS) is composed of nine (9) geographical districts. The Lead Agency maintains a local TEIS Point of Entry (POE) in each district through contractual arrangements. The Department currently tracks the performance of the POE on contractual provisions through the Quantitative Data System. Responsibilities of the POE include local public awareness, child find, data collection and reporting, facilitation of eligibility determination and generation of the IFSP, service coordination, and establishing local contracts for early intervention services as payor of last resort.

Direct intervention services specified on the IFSP are provided through programs operating within the TEIS district. These Include:

- The Tennessee Infant Parent School (TIPSS): A statewide program of home-based services funded by the TN Department of Education. The TIPS School maintains a local office in each of the nine TEIS Districts.
- Early Intervention Resource Agency (EIRA) – Five (5) service programs in various locations in the state funded by the TN Department of Education. Each of these agencies have a specific focus including rural service delivery, outreach and services to the Hispanic community, and specialty services related to children with autism and behavioral concerns.
- TN Division of Mental Retardation Service Provider Agencies (DRMS): Thirty seven (37) EI service provider agencies across the State funded by DMRS (with some support from TN DOE).

Part C Monitoring:
For the 2003-04 fiscal year, the Part C monitoring process consisted primarily of of-site reviews by TN Department of Education personnel in which programs were evaluated utilizing the State's monitoring document. This document was comprised of approximately 400 indicators including both compliance indicators and best practice indicators. Best practice indicators were weighted equally to compliance indicators; therefore, the State's measure of "compliance" was set at a score 90% or above. The process involved monitoring three (3) districts per year and entities were required to submit a Corrective Action Plan (CAP) for indicators determined non-compliant.

Beginning in September 2004, the Department of Education implemented a re-designed Continuous Improvement Monitoring Process (CIMP) for the Part C system based on a revised set of indicators. Revisions to the monitoring process utilized input from a stakeholder taskforce facilitated by (1) Alliance for Systems Change/Midsouth Regional Resource Center (ASC/MSRRC), (2) National Early Childhood

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Technical Assistance Center (NEC*TAC), and (3) National Center for Special Education Accountability and Monitoring (NCSEAM). The taskforce included representatives from the Department of Education, the Division of Mental Retardation Services,Tennessee Infant-Parent Services, the Department of Health (CSS), Higher Education, service providers and parents. Under the revised monitoring approach, indicators were consolidated and all indicators in the Self-Assessment document are now considered "Compliance" Indicators. Unlike the previous monitoring process, no "best-practice" indicators have been included.

In the initial phase of the CIMP process, designated personnel from the Division of Special Education (DSE) and TN Division of Mental Retardation (DMRS) provide training and technical support to local entities in conducting a thorough Self-Assessment based on the established indicators. Within the Self-Assessment document, "Guidance" items are provided for each indicator to support the determination of whether or not the entity is in compliance with that indicator. Some guidance items have been identified as "critical" to the determination of compliance with the indicator. Data must be provided related to those items to support the conclusions of compliance or non-compliance with the Indicator. In addition, entities with an existing CAP from the previous monitoring system must demonstrate consideration of status on areas of non-compliance in the Self-Assessment report. The CIMP process is being implemented in three (3) districts each year until all nine (9) districts have participated in the Self-Assessment process. Ongoing monitoring will be maintained through the submission of annual performance reports and data monitoring by the State validation team.

Through the Self-Assessment, indicators that cannot be verified to be compliant require the development and submission, along with the Self-Assessment Report, of a Program Improvement Plan (PIP) describing the actions that will be taken to bring the entity into compliance in the identified area. The PIP must address the specific critical guidance item/s contributing to the non-compliance. Any indicator that is determined to be non-compliant with IDEA must be corrected within one calendar year of identification. The date of "identification" of non-compliance is defined as the date that the PIP is approved by DSE/DMRS validation team.

Upon receipt of the Self-Assessment Report and PIP by the Department, the DSE/DMRS monitoring validation team will conduct a desk-audit to review the conclusions drawn in each Self-Assessment in light of procedures and data utilized to support the decision making process. The validation team may determine that sufficient information is available to support approval of the Self-Assessment and PIP based on the desk audit. However, the validation team may also request additional verbal or written clarification or they may determine that there is need to make an on-site visit to validate conclusions drawn in the self-assessment process. In some instances, the validation team may deem it necessary to conduct focused monitoring to further explore a particular area of concern related to compliance. In rare occasions, a comprehensive discovery visit may be made to a program. Progress on PIPs will be monitored through the submission of APRs or interim reports as deemed necessary by the validation team.

The CIMP process requires agencies to submit an Annual Performance Report (APR) with data demonstrating that 100% compliance has been achieved. Throughout the monitoring process, training and technical assistance is provided to programs in the development of the PIP and APR. Upon receipt of the APR, the validation process requires the following actions dependent on the data provided: 1) Recognition for exemplary performance; 2) Directed to revise PIP; 3) Directed to obtain and use targeted technical assistance; 4) State focused intervention on performance indicators; 5) Request voluntary performance agreement with the State; 6) Required performance agreement with the State-includes fact finding or data collection by State; 7) Letter from State documenting problems and issuing warning; or 8) Move to legal action.

The first monitoring cycle of CIMP was completed in April 2005 with validation completed in October 2005. Nineteen (19) early intervention programs within 3 districts submitted self-assessments and program improvement plans (PIP).

Informing regarding the requirement to correct all non-compliance within one year of identification has occurred at State and Local ICC meetings, at state-wide TEIS Project Coordinator's meetings, in Technical Assistance training sessions, and in local provider meetings. However, pending the completion of a manual on monitoring procedures (development of the validation process and procedures are still being finalized) and formal revision of the State's Rules, Regulations and Minimum Standards (targeted for June 30, 2006), written policy has not been issued regarding this issue. Until such time as these documents are completed, the Department has issued a written statement to the public from the Assistant Commissioner for the Division of Special Education (see Attachment 2) to ensure that everyone is fully informed of this requirement. In addition, all monitoring correspondence will also include this provision.

In addition to the CIMP process, the State monitors through on-going reviews of Quantitative Data System reports, quarterly TEIS caseload reports (initial contacts, IFSP timelines, and transition), and by pulling focused data reports as needed. With quarterly caseload reports, TEIS is required to submit explanations for timelines that have not been met. Quantitative data report are reviewed semi-annually related to referrals, evaluations, IFSP, transition, and service coordination activities.

Baseline Data for FFY 2004 (2004-2005):

Table A: Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification based on monitoring Findings with Corrective Action Plans (CAP) (2004-2005) (Measurement A)

SPP Indicator	Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
1. Percent of Infants and toddlers with IFSPs who receive early intervention services on their IFSPs in a timely manner.	7.6.1 (3) services consistent with IFSP service page	15	7 (47%)	15 (100%)
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.	7.7.1 (3) services provided in NE, lifestyle and daily routines	11	6 (55%)	8 (73%)
3. Percent of infants and toddlers with IFSPs who demonstrate improved: A. Positive social-emotional skills; B. Acquisition and C. Use of knowledge and skills; use of appropriate behaviors to meet their needs. **NEW INDICATOR**	7.6.1 (7) IFSP documentation of child progress	14	7 (50%)	11 (79%)
4. Percent of families participating in Part C who report that early intervention services have helped the family: A. Know their rights; B. Effectively communicate their children's needs; C. Help their children develop and learn. **NEW INDICATOR**	2.3.1 family assessment	7	4 (57%)	8 (86%)
	6.1.1 agency policy/procedures for family access to child's records	8	5 (63%)	5 (63%)
	6.1.2 agency policy/procedures for family request correction/deletion of child's record	3	1 (33%)	2 (67%)
	6.1.3 agency policy/procedures for confidentiality	4	3 (75%)	4 (100%)
	6.1.4 agency	9	4 (44%)	7 (78%)

SPP Indicator	Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
	policy/procedures for informed consent			
	6.1.5 family informed of rights	5	5 (100%)	NA
	6.1.6 agency policy/procedures accept/decline EI services	0	NA	NA
	6.1.7 WPN	3	2 (67%)	3 (100%)
5. Percent of infants and toddlers birth to 1 with IFSPs compared to: A. other states with similar definitions; and B. National data.	Addressed at state level			
6. Percent of infants and toddlers birth to 3 with IFSPs compared to: A. Other states with similar definitions; and B. National data.	Addressed at state level			
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an IFSP meeting were conducted within Part's 45 day timeline.	2.1.4 (1) eval. & ass.	8	6 (75%)	8 (100%)
	3.1.1 initial IFSPs	9	3 (33%)	5 (56%)
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their birthday including: A. IFSPs with transition steps and services; B. Notification to LEA, if child potentially eligible for Part B; and C. Transition conference, if child potentially eligible for Part B.	3.1.11 (1) IFSP steps/services	5	3 (60%)	5 (100%)
	5.2.4 (1) LEA notification	5	4 (80%)	5 (100%)
	5.2.4 (2) Transition Conference	8	5 (63%)	8 (100%)

Table A reflects percentage of non-compliance related to SPP Monitoring Priorities/Indicators and those areas that were corrected within 1 year time of identifying non-compliance and then the status as of 6/30/05. These areas of non-compliance were found under the former Part C Monitoring System. The new system of CIMP which includes: Self-Assessment; Program Improvement Plans; and Annual Performance Reports began September of 2004.

Table B: Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected in one year of identification based on monitoring Findings with Corrective Action Plans (CAP) (2004-2005) (Measurement B).

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
1.1.1 The agency uses materials that accurately and effectively describe the early intervention system to families, to primary referral sources and to community members.	3	3 (100%)	NA
1.1.2 The agency participates in the development of a plan for informing the community about Tennessee's early intervention system.	5	4 (80%)	5 (100%)
1.3.1 The agency has procedures for accepting referrals into their agency.	1	1 (100%)	NA

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Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
1.3.2 The agency has a reasonable timeframe for notifying families after receipt of referrals to their agency.	6	6 (100%)	NA
1.3.3 The agency's procedures assure that a follow-up with the referral occurs.	13	9 (69%)	11 (85%)
1.3.4 The agency makes referrals to other programs or agencies when appropriate.	4	2 (50%)	2 (50%)
2.1.1 Families are fully informed of all activities that will occur and records that will be accessed in the completion of the multidisciplinary evaluation process.	4	2 (50%)	2 (50%)
2.1.2 The agency obtains written permission from the family or legal guardian prior to conducting the multidisciplinary evaluation.	5	5 (100%)	NA
2.1.3 The evaluation/assessment process is culturally sensitive and administered in the family's native language or other form of communication, when possible.	12	9 (75%)	12 (100%)
2.1.5 A minimum of two different disciplines that best meet the needs of the child are involved in the evaluation/assessment.	3	2 (67%)	3 (100%)
2.1.6 Multidisciplinary teams complete timely comprehensive evaluations.	7	4 (57%)	7 (100%)
2.1.7 The agency determines the child's initial or continuing eligibility for early intervention services through a comprehensive multidisciplinary evaluation.	9	4 (44%)	7 (78%)
2.2.1 Infant and toddlers who are eligible for early intervention services receive ongoing assessments in order to identify the child's unique strengths and needs.	14	9 (69%)	11 (79%)
2.2.2 More than one method is used to determine services for the child and family.	9	8 (89%)	9 (100%)
2.2.4 Families are fully informed of all activities that will occur and records that will be accessed in the completion of ongoing assessments.	8	5 (63%)	6 (75%)
3.1.2 The results of the evaluation/assessment process are used to develop a comprehensive IFSP for the child.	18	11 (61%)	14 (78%)
3.1.3 The written IFSP includes a statement of the child's present levels of development based on professional objective criteria.	15	8 (53%)	12 (80%)
3.1.4 The written IFSP includes statements of major outcomes expected for the child and the family with the criteria, procedures, and timelines used to determine the degree of progress toward achieving the outcomes.	17	12 (71%)	14 (82%)
3.1.5 The written IFSP includes a statement of the specific services that are necessary to help meet the unique needs of the child and family.	16	9 (56%)	12 (75%)
3.1.7 A periodic review of the IFSP is conducted six months after the initial IFSP or annual IFSP or at the request of the family or service provider.	9	6 (67%)	8 (89%)
3.1.8 The IFSP is evaluated annually or when the parent requests it.	9	3 (33%)	8 (89%)
3.1.9 Interim IFSPs are developed as needed.	8	5 (63%)	6 (75%)
3.1.10 There are appropriate participates in the IFSP development.	5	2 (40%)	4 (80%)
3.1.11 The IFSP includes steps to support the transition of the	10	6 (60%)	8 (80%)

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
infant or toddler from Part C.			
4.1.1 Each family has a service coordinator.	4	2 (50%)	3 (75%)
4.1.2 The service coordinator assists the family in facilitating the timely delivery of services, the coordination of early intervention services, and other services as needed by the child or family.	3	2 (67%)	3 (100%)
4.1.3 Through all phases of service delivery the service coordinator is responsive to the needs and desires of the family.	1	1 (100%)	NA
4.1.4 The incoming service coordinator oversees the evaluation to determine eligibility.	2	1 (50%)	2 (100%)
4.1.5 Service coordinators coordinate assessments.	5	1 (20%)	1 (20%)
5.1.1 Early intervention agencies will consistently interface with local service providers during a child's transition to a new program.	13	5 (38%)	9 (69%)
5.2.3 Relevant information regarding assessments and evaluations of the child, and copies of the IFSP, are provided to the receiving program prior to transition.	12	8 (67%)	11 (92%)
5.2.5 Children who are exiting the early intervention system and are not eligible for Part B services will have the opportunity to participate in community based services.	9	5 (56%)	6 (67%)
5.2.6 Parents are informed of all options available at transition.	17	8 (47%)	13 (76%)
6.1.7 The agency has policies/procedures for informing families of advocacy services.	3	2 (67%)	3 (100%)
6.1.9 The agency has a complaint or grievance policies/procedures that families can use.	1	0 (0%)	1 (100%)
6.1.10 Parents are appropriately informed about Part B parental rights and responsibilities.	7	4 (57%)	5 (71%)
6.1.11 Parents are provided information regarding procedural safeguards and parent rights.	3	1 (33%)	2 (67%)
6.1.12 When the need for appointment of a surrogate parent is indicated, the early intervention agency refers the infant or toddler to the district TEIS office.	2	2 (100%)	NA
6.1.13 Surrogate parents are assigned appropriately.	4	2 (50%)	3 (75%)
6.1.14 Parents are present at each meeting of the IFSP team	5	1 (20%)	2 (40%)
7.7.2 The early intervention service providers implement strategies and services that are compatible with family needs.	12	5 (42%)	7 (58%)
7.7.3 Services are provided at no cost to families.	9	6 (67%)	8 (89%)
8.1.1 Agency assures that their early intervention service providers meet the minimum qualifications for the provision of early intervention services.	5	3 (60%)	5 (100%)
8.1.3 The employment process includes (1) background checks; (2) personal and professional references; (3) follow-up on required references for early intervention service providers.	4	3 (75%)	3 (75%)
8.1.4 The agency ensures that their early intervention service providers are appropriately qualified to provide the early intervention services that they are rendering.	3	3 (100%)	NA
8.1.5 The agency ensures that personnel who are assigned as service coordinators are appropriately qualified.	0	NA	NA
8.2.1 A written orientation plan exists which transmits early intervention service values, philosophy and mission.	6	5 (83%)	6 (100%)
8.2.2 The agency's early intervention service providers demonstrate knowledge and understanding of (1) abuse, and	6	4 (67%)	5 (83%)

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
neglect laws; (2) policies and procedures; and (3) individual reporting responsibilities prior to actual service delivery.			
8.3.2 The agency early intervention service providers develop and implement an individual program plan of intervention strategies, activities and objectives for each child prior to the delivery of intervention services.	11	4 (36%)	6 (55%)
9.5.1 The program submits child/family data to the Department of Education.	0		

Table B reflects percentage of non-compliance related to areas not included in Table A as SPP Monitoring Priorities/Indicators. Data reports areas corrected within 1 year time after identification of non-compliance and the status of those areas as of 6/30/05. These areas of non-compliance were found under the former Part C Monitoring System. The new system of CIMP which includes: Self-Assessment; Program Improvement Plans; and Annual Performance Reports began September of 2004.

Discussion of Baseline Data:

Table A:
- Indicator 1: Under the former monitoring system, "timeliness" of services was not specifically defined so the review of timeliness was evaluated by the subjective view of what was "within reason." Beginning September of 2004 with the new CIMP, "timeliness" has now been defined as, "No longer that than 30 days from parent consent [signature] for particular service on the IFSP."
- Indicator 3: The former system for monitoring did capture data around IFSP documentation related to child progress toward IFSP outcomes. See SPP Indicator 3 as to how the state is addressing this new OSEP compliance indicator.
- Indicator 4: The former system for monitoring captured some data for this area when reviewed against the OSEP Related Requirements Document. See SPP Indicator 4 as to how the state is addressing this new OSEP compliance indicator.
- Indicators 5 and 6: Under the former system of monitoring these indicators were addressed through the state's APR at the state level. Beginning September of 2004 with the new CIMP, such data is reviewed now at the District (Nine Local Interagency Coordinating Councils) level only for analysis and the setting of targets.

Table B:
- These indicators were under the former monitoring system and have now been incorporated into the new system for monitoring (CIMP) where they will continue to be addressed and tracked for compliance. See Improvement Activities/Timelines/Resources for how these additional areas of non-compliance identified will be addressed.

Measurement C for SPP Indicator 9: Non-compliance was not identified through other mechanisms (i.e., complaints, due process, and mediations). Refer to SPP Indicator 10, for information regarding complaints for the '04-'05 reporting period. Refer to SPP Indicator 11, for information regarding due process for the '04-'05 reporting period. Refer to SPP Indicator 12, for information regarding mediation for the '04-'05 reporting period.

State Performance Plan: Part C

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Programs (covers 6 of the 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR). Programs (the remaining 3 of the 9 Districts) beginning the new CIMP process ('06-'07) will demonstrate 100% compliance in areas identified in their previous CAP through the new Self-Assessment indicators.
2006 (2006-2007)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2007 (2007-2008)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2008 (2008-2009)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2009 (2009-2010)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2010 (2010-2011)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Ongoing submission of CAPs (former monitoring system) and submission of APRs (CIMP system of monitoring.	Ongoing as reports are due	EIS Programs, DSE and DMRS TA personnel, DSE Monitoring personnel
Follow-up with on-site visits for EIS Programs who continue to report areas of non-compliance as identified in Tables A and B to determine appropriate action to be taken.	Begin January 2006	DSE and DMRS Monitoring Personnel
2nd cycle of CIMP monitoring process begins for 3 districts (ET, UC & SW). Quarterly reports submitted by 9 TEIS offices with required explanations	09/2005 9/15/2005	DSE and DMRS TA and Monitoring Personnel

		TA and Monitoring
618 Child Count submitted by all programs	12/1/2005	EIS Programs
OSEP SPP due	12/2/2005	State DSE personnel
Quarterly reports submitted by 9 TEIS offices with required explanations.	12/15/2005	TEIS District Offices, DSE Monitoring personnel
Quantitative Data submitted by 9 TEIS offices	12/31/2005	TEIS District Offices
Annual Performance Reports (APR) submitted for 3 districts (FT, GN, NW) who completed CIMP self-assessment (2004-2005) for validation review.	03/2006	State DSE and DMRS Monitoring personnel
Quarterly reports submitted by 9 TEIS offices with required explanations.	3/15/2006	TEIS District Offices, DSE Monitoring personnel
Corrective Action Plans submitted for review.	ongoing	DSE Monitoring personnel
Self-assessment and Program Improvement Plans (PIP) submitted for 2nd cycle CIMP for validation review (ET, UC, & SW).	4/15/2006	EIS Programs, DSE and DMRS TA personnel
Quarterly reports submitted with required explanations	6/15/2006	TEIS District Offices, DSE Monitoring personnel
Quantitative data submitted by 9 TEIS offices	6/30/2006	TEIS District Offices, DSE Monitoring personnel
3rd cycle of CIMP monitoring process begins for 3 districts (SE, SC, MD)	7/2006	State DOE & DMRS TA
Quarterly reports submitted by 9 TEIS offices with required explanations.	9/15/2006	TEIS District Offices, DSE Monitoring personnel
618 Child Count submitted by all programs.	12/1/2006	EIS Programs
Self-assessment and Program Improvement Plans (PIP) submitted for 3rd cycle CIMP for validation review (SE, SC, & MD).	12/1/2006	State DOE & DMRSV-QA
Quarterly reports submitted by 9 TEIS offices with required explanations	12/15/2006	TEIS District Offices, DSE Monitoring personnel
Quantitative data submitted by 9 TEIS offices.	12/30/2006	TEIS District Offices, DSE Monitoring personnel
OSEP APR due	2/1/2007 3/1/2007	State DSE personnel
Annual Performance Reports (APR) submitted for 6		EIS Programs, DSE

districts (FT, GN, NW, ET, UC, SW) who completed CIMP self-assessment (2004-2006) for validation review.		and DMRS TA personnel
Quarterly reports submitted by 9 TEIS offices with required explanations	3/15/2007	TEIS District Offices, DSE Monitoring personnel
Quarterly reports submitted by 9 TEIS offices with required explanations.	6/15/2007	TEIS District Offices, DSE Monitoring personnel
Quantitative data submitted by 9 TEIS offices.	6/30/2007	TEIS District Offices, DSE Monitoring personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Submission of CIMP reports from Cohort 1 (FT, GN, and NW), Cohort 2 (ET, UC, and SW), and Cohort 3 (SE, SC, and MD).	October 15, 2007 and ongoing	EIS Programs
Technical Assistance available to EIS Programs related to the preparation of CIMP Reports.	January 2007 and ongoing	EIS Programs with support from regional DOE and DMRS Technical Assistance Personnel
Completion of Desk Audit for all CIMP report submissions.	Within 1 to 2 months of submission date	DSE Monitoring Personnel, EIS Programs
Completion of Validation review reports for all CIMP report submissions. Note: Some reports may require re-submission and/or onsite visit by validation team before final report can be issued due to insufficient or conflicting information.	Within 3 to 4 months of submission date	DSE Monitoring Personnel and DMRS Personnel with invitation to DSE and DMRS regional Technical Assistance Personnel to sit in on review meeting; EIS Programs
Update State-wide trainings for CIMP report preparation.	May 2007	DSE Monitoring Personnel with input from regional DSE and DMRS Technical Assistance Personnel
Delivery of annual state-wide CIMP Training.	June-July 2007 and ongoing	DSE Technical Assistance Personnel with support from DSE Monitoring Personnel
Follow-up with EIS Programs related to implementation of program improvement plans utilizing validation report findings.	January 2007 and ongoing	Regional DSE and DMRS Technical Assistance Personnel
Focused monitoring activities based on findings from EIS CIMP report submissions. Note: Activities targeted to specific monitoring issue(s) identified either statewide or across one or several districts.	Begin monitoring cycle 7/1/07-6/30/08	DSE Monitoring Personnel, Director, Part C Coordinator, DSE Data Manager, and EIS Programs. Additional resources:

		State Contact from Mid-South RRC, NECTAC, and OSEP
Implementation of Tennessee monitoring determinations along with sanctions for issues of longstanding compliance: • Modify OSEP's monitoring determinations document to make information specific to Tennessee. Develop draft document for implementation pending final recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	March 2007 pending recommendations GOCCC	DSE Director, Monitoring Coordinator, and Part C Coordinator.
• Letter of communication to EIS Programs	March 2007 pending recommendations GOCCC	DSE Director, EIS Programs
• Incorporate information into statewide CIMP trainings	May 2007 pending recommendations of GOCCC	DSE Monitoring Personnel
• Implementation and monitoring of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Language added to TEIS Scope of Services to address contract compliance related to issues of general supervision which include monitoring pending recommendations from the GOCCC.	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Revised monitoring procedures and process based on newly implemented Tennessee Early Intervention Data System (TEIDS).	Begin FFY 7/1/07-6/30/08	DSE Monitoring Personnel, OEC Director, and designated workgroup. Additional resources: State Contact from Mid-South RRC, NECTAC, and OSEP

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews, LEA transition conference) completed by service coordinators. The purpose of reviews is three-fold: 1) correction of TEIDS data entry errors; 2) ensuring TEIDS documentation when meetings were untimely; and 3) verification of hard documentation where family denied access to private insurance for services. Weekly review	Began May 2008 and ongoing weekly	TEIS POE Leadership personnel, DSE State Data Manager

report is sent to the State central office.		
Annual training provided prior to annual compliance monitoring.	July for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultants, EIS programs
Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled for the fiscal year: Indicator 1, August 20th Indicators 7 and 8C, July 31st	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Clean, validate, and analyze data which were untimely for the identification of documented exceptional circumstances impacting meeting the timeline.	August/September for the fiscal year	TEIS POE Data Manager, Leadership personnel
Review data which were cleaned, validated, analyzed in order to verify fidelity of data.	August/September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultants
Issue written findings where noncompliance was discovered.	September for the fiscal year	Part C Monitoring Coordinator, Director
Letters of Determination issued to EIS programs. Enforcement actions are specified by determination category based on written document, *Tennessee's System of Enforcements for EIS Programs*.	September for the fiscal year	State Monitoring Coordinator, Office of Early Childhood (OEC) Director
Develop a Corrective Action Plan (CAP) for approval when there is a written finding.	September for the fiscal year	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership personnel to DSE monitoring personnel

Utilize both TEIDS data and CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	State Data Manager, Part C Monitoring Coordinator, Monitoring Consultants
Issue letter of correction when correction of noncompliance has been achieved. This decision is based upon both TEIDS data and CAP progress reports.	Began with FFY 2007-2008 monitoring and ongoing	Part C Monitoring Coordinator, OEC Director
As appropriate, review and revise the TEIS Operations Manual.	Begin October 2009 and annually	Workforce and Development Coordinator, Part C Coordinator, DSE personnel
Modify record review document for reviewing TEIS policies to also include specific *Part C SPP/APR Related Requirements* within the TEIS Operations Manual. This document will become a focused-monitoring/audit protocol.	Begin February 2009	Part C Monitoring Coordinator, OEC Auditor, DSE monitoring personnel
Conduct focused-monitoring/audit with selected EIS Programs.	April /May 2009	Part C Monitoring Coordinator, DSE monitoring personnel
The Lead Agency requested technical assistance in order to develop a written document which describes the components and processes of Tennessee's system of general supervision.	Work began August 2008	Mid-South Regional Resource Center and other appropriate technical assistance centers, Part C Monitoring Coordinator, OEC Director, DSE personnel

State Performance Plan: Part C

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources. Even though the Lead Agency reports maintenance of compliance with Indicator 9, the following additional activities have been added. The first five activities listed are revisions to previous improvement activities based on changes in organizational structure. The Lead Agency will continue to implement activities outlined in the State Performance Plan (SPP). The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u>.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, and OEC Data Managers
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager; OEC Data Managers
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS POE District Administrators and Leadership
Develop a reporting structure to ensure consistent <u>professional development</u>.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team
Utilize SMART Job Plan performance data for Indicators 7 and 8C when conducting TEIS POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1st Interim) November 2010 (2nd Interim) February 2011 (Annual Performance Evaluations)	TEIS POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator

State Performance Plan: Part C

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources – <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
As appropriate, review and revise the TEIS Operations Manual.	Begin October 2009 and annually	Training Workforce and Development Coordinator, Part C Coordinator, OEC personnel	Completed Spring of 2011. See new activity added below under "Revisions."
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u>.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood	Completed July 2010.
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed July 2010.
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, OEC State Data Manager, OEC Data Managers, Part C Monitoring Coordinator	Completed. The reporting and supervision of Data Managers was moved from the Point of Entry Offices (POEs) to the Central Office in August 2010. While Data Managers continue to be 'housed' within a district POE office they now report directly to the OEC State Data Manager. This re-structure has led to

			improved consistency of processes and data quality across the state. The change has enabled the utilization of Data Managers as support resources across districts lines when needed and has also become a greater support to the Part C Monitoring Coordinator's activities.
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, OEC State Data Manager; OEC Data Managers	Completed. Periodic meetings are now integrated into routine processes. The Part C Monitoring Coordinator and OEC State Data Manager held two trainings/ meetings during FFY 2010-2011 with OEC Data Managers – March 2011 and June 2011.
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership	Completed. Ongoing activity that is now integrated into routine processes. Based on annual monitoring data, it is believed that the re-structure of the Data Manager positions positively impacted progress towards compliance. Data Managers are better able to monitor data monthly, providing information to POE leadership where issues can be more promptly addressed.
Develop a reporting structure to ensure the consistent provision of <u>professional development</u>.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership	Completed. Increased the number of OEC Trainers by converting responsibilities of existing TEIS Point of Entry (POE) staff to accommodate state needs for professional development personnel. Prior to this adjustment there were three OEC

			Trainers now there are seven. The OEC Trainers are located within TEIS-POEs and report to the Training Workforce Development Coordinator in the Central office.
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team	Completed. See narrative for the preceding activity status.
Utilize SMART Job Plan performance data for Indicators 7 and 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1st Interim) November 2010 (2nd Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator	Completed. SMART Job Plans are now incorporated into the ongoing performance evaluation process. See narrative under "Discussion" above regarding impact of process.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources. Even though the Lead Agency reports maintenance of compliance with Indicator 9, the following additional activities have been added. The Lead Agency will continue to implement activities outlined in the State Performance Plan (SPP). The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2010 (2010-2012)

Activity/ Action	Timelines	Resources
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011. TEIS-POE District Administrators along with OEC Data Managers will be present and will assist the Central Office with the notification of all EIS providers. OEC Central Reimbursement personnel will also attend training.	February 2012	OEC Trainer, Part C Monitoring Coordinator, OEC Director, TEIS-POE District Administrators, OEC Data Managers
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	OEC Trainer, Part C Monitoring Coordinator

State Performance Plan: Part C

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REVISION MADE TO SPP: 2/1/13

Improvement Activities/Timelines/Resources – FFY 2011-2012 Updates

Activity/ Action	Timelines	Resources	Activity Status
Deliver regional training to EIS providers (i.e., EIRAs and Vendors) on the TEIS Operations Manual revised July 2011. TEIS-POE District Administrators along with ECIP Data Managers will be present and will assist the Central Office with the notification of all EIS providers. ECIP Central Reimbursement personnel will also attend training.	February 2012	ECIP Trainer, Part C Monitoring Coordinator, ECIP Director, TEIS-POE District Administrators, ECIP Data Managers	Activity completed. See Overview of the APR Development (p. 3-5) for additional information.
Deliver regional training to TEIS-POE personnel on the TEIS Operations Manual revised July 2011.	March 2012	ECIP Trainer, Part C Monitoring Coordinator	Activity completed. See Overview of the APR Development (p. 3-5) for additional information.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities for Indicator 9, including timelines and resources outlined in the State Performance Plan (SPP). No additional improvement activities were developed as a result of the review. The Lead Agency will continue to implement ongoing activities in the SPP which has been updated to reflect the status of improvement activities from FFY 2011-2012.

Improvement Activities/Timelines/Resources established FFY 2012 (2012-2013)

Activity/ Action	Timelines	Resources

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State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:
Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Written administrative complaints are submitted to the Division of Special Education's Office of Early Childhood (DSE/OEC). The complaint is reviewed by the OEC Director to verify the basis of the complaint. A letter of acknowledgement is issued to the individual lodging the complaint. A letter is also issued to the entity against which the complaint is directed encouraging local resolution of the complaint and providing a 10-day window of opportunity for that resolution to occur. The complaint is also immediately assigned to the appropriate EI Regional Consultant. If no resolution is obtained at the local level within the allotted timeframe, the EI Consultant moves forward with a full review of the complaint including review of records and interviews with appropriate parties. Administrative complaints must be resolved within sixty calendar days of receipt by the Division. Records of Early Intervention Administrative Complaints are maintained by the DSE/OEC.

Baseline Data for FFY 2004 (2004-2005):

Two written complaints were logged on behalf of Part C eligible children with the Division in FY 2004-05

Table 10.1: Written Administrative Complaints 2004-05

Date Filed	Region/District/ Agency	Number of Days to Resolution	Reason for Complaint	Action/Outcome
4/15/05	Middle TN/ Greater Nashville/ TEIS POE	46	Parent alleged denial of Procedural Safeguards: prior written notice; services in natural environments	Investigated. Basis for complaint unfounded.
6/24/05	East TN/ East TN District /TEIS	NA	Family alleged denial of service; parent request for therapy 5 days per week.	Investigated. Family moved out of state during process.

Discussion of Baseline Data:

The number of written complaints continues to be minimal for Tennessee's Part C System. The 04/15/05 complaint was not able to be resolved within the 10-day window for local resolution and was investigated by the Division. The allegation of violation of procedural safeguards and lack of prior written notice of denial was determined to be unfounded based on documentation in records. In the complaint filed 06/24/05, the family moved out –of-state without notice during the investigation process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2006 (2006-2007)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2007 (2007-2008)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2008 (2008-2009)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2009 (2009-2010)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2010 (2010-2011)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Continue to inform families of rights and procedural safeguards	Ongoing	TN DSE; Part C Service Coordinators
Continue to follow established procedures and timelines for follow-up and investigation of complaints	Ongoing	TN DSE Regional EI Consultants

State Performance Plan: Part C

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DSE legal personnel

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources - <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

REVISION MADE TO SPP: 2/1/13

Note: Indicator 10 has been excluded per OSEP elimination of reporting requirements.

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:
Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

Due process hearings are available as a method of dispute resolution. The Division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the State. Early resolution of due process hearing requests is encouraged through resolution or mediation. Legal staff maintain due process hearing logs documenting activity in this area.

Baseline Data for FFY 2004 (2004-2005):

One (1) request for a due process hearing was filed in June 2005.

Discussion of Baseline Data:

A request for due process hearing was filed on behalf of one child in June 2005. The IFSP team had determined that the child had made tremendous progress and was functioning at, or above, age level. Written prior notice was provided to the family indicating that the child no longer met the definition for services under Part C and would be discharged from services. The child was approaching the third birthday and the parent stated that due process was being filed expressly to invoke stay-put until the child turned three. This request was resolved without a formal hearing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings will have written decisions within the required timelines.
2006 (2006-2007)	100% of due process hearings will have written decisions within the required timelines.
2007 (2007-2008)	100% of due process hearings will have written decisions within the required timelines.

2008 **(2008-2009)**	100% of due process hearings will have written decisions within the required timelines.
2009 **(2009-2010)**	100% of due process hearings will have written decisions within the required timelines.
2010 **(2010-2011)**	100% of due process hearings will have written decisions within the required timelines.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005);

Activities	Timelines	Resources
Maintain availability of qualified attorneys to conduct due process hearings. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DSE legal personnel

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been integrated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

State Performance Plan: Part C

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources - <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been integrated within routine processes as outlined in the State Performance Plan (SPP).

REVISION MADE TO SPP: 2/1/13

Note: Indicator 11 has been excluded per OSEP elimination of reporting requirements.

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

Early resolution of due process hearing requests is encouraged through resolution sessions which must occur within fifteen days of receipt of due process hearing requests unless waived by the parties. The DSE Office of Legal Services maintains data on activities in this area.

Baseline Data for FFY 2005 (2005-2006):

Table 12.1 Improvement Activities/Timelines/Resources

Activities	Timelines	Resources	Activity Status
Maintain availability of qualified attorneys to conduct due process hearings. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators	DSE/OEC continues to maintain qualified attorneys to conduct due process hearings if requested. All nine TEIS offices complied with directive from DOE to implement service coordination training which included instruction on procedures related to the Rights of infants and Toddlers in TEIS, including Procedural Safeguards. 140 service coordinators were trained.

Table 12.1 describes the improvement activities, timelines for completion of those activities, resources available to the OEC to accomplish activities, and the status of the activities determined necessary for Indicator 12.

No early resolution sessions were conducted for Part C in this baseline reporting period, FFY 2005. Early resolution of due process hearings continues to be available as a method of dispute resolution.

Discussion of Baseline Data:

No early resolution sessions were conducted for Part C during the current reporting year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time.

2006 (2006-2007)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2007 (2007-2008)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2008 (2008-2009)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2009 (2009-2010)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2010 (2010-2011)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Maintain availability of qualified attorneys to conduct due process hearings.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators
Continue to inform families of all types of dispute resolutions and encourage families to utilize resolution sessions as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.

2011-2012	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.
2012-2013	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources - <u>FFY 2010-2011 Updates</u>

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-2011:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

REVISION MADE TO SPP: 2/1/13

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities, including timelines and resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

> Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 13: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Mediation is encouraged as a method of dispute resolution. The Division maintains a roster of qualified mediators who are available to mediate disputes throughout the State in a timely manner. Successful mediations result in written agreements, which are signed by the parties. The Division's office of Legal Services maintains mediations logs regarding actions in this area.

Baseline Data for FFY 2004 (2004-2005):

There were no mediation requests for the Part C System in this reporting period.

Discussion of Baseline Data:

There were no mediation requests for the Part C System in this reporting period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since there has been no activity in this area, no targets are being established at this time.
2006 (2006-2007)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2007 (2007-2008)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2008 (2008-2009)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2009 (2009-2010)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.

2010 (2010-2011)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Maintain availability of qualified persons to conduct mediations. Encourage use of mediation as a dispute resolution process. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

<u>REVISION MADE TO SPP: 4/3/09</u>

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DSE legal personnel

<u>REVISION MADE TO SPP: 2/1/11</u>

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.
2011-2012	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.
2012-2013	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.

State Performance Plan: Part C

REVISION MADE TO SPP: 2/1/12

Improvement Activities/Timelines/Resources - FFY 2010-2011 Updates

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol was updated September 2010 to reflect the Division change to the Division of School Readiness and Early Learning (DSREL).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

REVISION MADE TO SPP: 2/1/13

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2011-2012:

The state reviewed the effectiveness of SPP/APR targets and improvement activities, including timelines and resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Attachment 1 (Form)

Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act

Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	2
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	0
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	1
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline **SELECT** timeline used {30 day/Part C 45 day/Part B 45 day}	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	1

State Performance Plan: Part C

Part C State Performance Plan (SPP) for 2005-2011

Overview of the State Performance Plan Development:

> Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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Indicator 14: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B) and 1442)

> **Measurement:** State reported data, including 618 data, State performance plan, and annual performance reports, are:
>
> a. Submitted on or before due dates (February 1 for child count and settings and November 1 for exiting and dispute resolution); and
> b. Accurate, including covering the correct year and following the correct measurement.

Overview of Issue/Description of System or Process:

TDE maintains a continuous contract with East TN State University (ETSU) for a Training and Technical Assistance Project. This Contractor assists the Lead Agency in maintenance of the Quantitative Data System (operational data for the TEIS Point of Entry Offices), compiles statewide data and generates Quantitative Data reports on a bi-annual basis, or as requested. In addition, the Contractor oversees the collection and reporting of Tennessee's 618 Data.

TN Division of Special Education (DSE) Infant-Toddler Consultants, in partnership with the Technical Assistance Data Coordinator continues to administer a comprehensive training module regarding appropriate interpretation and submission and of Part C 618 Data.

TN DSE Infant-Toddler Consultants, DSE Preschool Consultants, and TEIS Technical Assistance Data Coordinator conduct annual statewide training for Part C service providers regarding 618 data collection and reporting including onsite distribution of reporting packets. The trainings clarify and stress the appropriate interpretation and reporting of 618 data. All consultants will provide TA and clarification by phone following training, as needed.

The Director of the DSE Office of Early Childhood continues to receive support of the State Interagency Coordinating Council, especially Members from the Division of Mental Retardation Services, in ensuring comprehensive and accurate reporting for the 618 data.

TN DSE, in partnership with the TEIS Technical Assistance Data Coordinator continues to monitor the State's established deadline (December 12, 2003) for submitting reports. Information regarding agencies who have not reported by the deadline are submitted to the appropriate State agency for follow-up. Agencies who do not report by the deadline are contacted by the district TEIS Office and the Division of Special Education Infant-Toddler Consultant for their region.

The TEIS Technical Assistance Data Coordinator processes data submitted and addresses concerns regarding accuracy in reporting by verifying information with the reporting entity, as needed, to ensure a high degree of accuracy in 618 data reports.

TEIS continues to review and update TEIS Quantitative Data system to obtain appropriate data for system's evaluation. The State of Tennessee is continuing progress on a General Supervision Enhancement Grant that is developing a new web based data management system for Part C.

TN DSE Monitoring Coordinator and EI Consultants conduct on-site reviews in areas of concern.

State Performance Plan: Part C

Baseline Data for FFY 2004 (2004-2005):

TEIS Part C Coordinator – Annual Performance Report processed and report submitted to OSEP within required timeline of March 30, 2005

TEIS TA Project Coordinator – 618 Data processed and reports have been submitted to OSEP by February 1, 2005 timeline.

Discussion of Baseline Data:

The State of Tennessee continues to develop the Annual Performance Report in a manner that allows for significant stakeholder input. The Lead Agency utilizes the State Interagency Coordinating Council as well as other stakeholders throughout the process of APR development.

TN Division of Special Education (DSE) Infant-Toddler Consultants, in partnership with the Technical Assistance Data Coordinator continues to administer a comprehensive training module regarding appropirate interpretation and submission and of Part C 618 Data.

TN DSE Infant-Toddler Consultants, DSE Preschool Consultants, and TEIS Technical Assistance Data Coordinator conduct annual statewide training for Part C service providers regarding 618 data collection and reporting including onsite distribution of reporting packets. The trainings clarify and stress the appropriate interpretation and reporting of 618 data. All consultants will provide TA and clarification by phone following training, as needed.

The Director of the DSE Office of Early Childhood continues to receive support of the State Interagency Coordinating Council, especially Members from the Division of Mental Retardation Services, in ensuring comprehensive and accurate reporting for the 618 data.

TN DSE, in partnership with the TEIS Technical Assistance Data Coordinator continues to monitor the State's established deadline (December 12, 2003) for submitting reports. Information regarding agencies who have not reported by the deadline established by the Lead Agency are submitted to the appropriate governing State agency for follow-up.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2006 (2006-2007)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2007 (2007-2008)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.

2008 (2008-2009)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2009 (2009-2010)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2010 (2010-2011)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
DSE Regional Infant/Toddler Consultants, DSE Preschool Consultants; TEIS TA Project Data Coordinator Statewide – Completion of Statewide Training on procedures for 618 data reporting;	November 2005	DSE Staff, TEIS-TA Contract
Agency Data Reports Submitted to the TEIS Technical Assistance Project Data Coordinator by December 12, 2005. Follow-up with agencies who have not reported by December 12, 2005, if necessary.	December 12, 2005	Point of Entry Staff, DSE Staff , TEIS-TA Contract
TEIS TA Project Coordinator – 618 Data processed and reports submitted to OSEP by February 2006.	February 2006	TEIS-TA Contract
Follow-up to areas of concern, DSE EI Personnel; March – September 2006	March –September 2006	DSE Staff
Reports issued to respective agencies and programs clarifying reporting concerns, TDE; as appropriate	September 2006	TEIS-TA Contract, DSE Staff
Meeting with TEIS Project Coordinators will include addressing any concerns about data management with the current TEIS Quantitative Data System.	Quarterly	DSE Early Intervention Personnel; Part C Data Coordinator

Part C Data Consultant and TEIS TA Consultant will work with individual districts to correct any data concerns that are identified. Telephone, email, and on-site technical support will be provided as needed.	Ongoing, as needed	Part C Data Coordinator; TEIS TA Consultant
Development of the Tennessee Early Intervention Data System (TEIDS) ongoing including providing monthly training and feedback sessions from pilot sites. Elements to assist in ensuring accuracy will be incorporated in the system design.	Pilot Complete March 2006; Statewide implementation October 2006	TEIDS Contractor; DSE Part C Data Coordinator
Contractor for Development of the TEIDS will include manual to ensure users are informed on data entry procedures and use of the system to ensure accuracy of data. Part C Data Consultant and DSE staff will provide ongoing training and TA.	October 2006 forward	TEIDS Contractor; DSE Part C Data Coordinator and EI Personnel

REVISION MADE TO SPP: 4/3/09

Improvement Activities/Timelines/Resources established FFY 2007 (2007-2008)

Activity/ Action	Timelines	Resources
Federal 618 Data will be: 1) pulled according to required timeframes through TEIDS, 2) cleaned, verified, and analyzed when significant changes occur; and 3) submitted timely.	Annually, Westat submissions due: • Dec. 1 Child Count due February 1 • Exiting Data due November 1 • Dispute Resolution Data due November 1	State Data Manager working with Part C Monitor and OEC Director
Annual Performance Plan (APR) development and timely submission along with any revisions needed in the State Performance Plan (SPP).	Annually, due February 1	Part C Monitoring Coordinator working with State Data Manager, Monitoring Consultants, OEC Director, Part C Coordinator
APR and SPP posted on the State's website.	Annually, February	Part C Monitoring Coordinator, Public Awareness/Child Find Coordinator
Tennessee's Annual Report to the Public developed and posted on the State's website.	Annually, due March	Part C Monitoring Coordinator, Monitoring Consultants, OEC Director, Part C Monitor, Public Awareness/Child Find Coordinator

REVISION MADE TO SPP: 2/1/11

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

State Performance Plan: Part C

_____ **TENNESSEE** _____
State

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

REVISION MADE TO SPP: 2/1/13

Note: Per OSEP Memo 13-6, TN has elected to have OSEP complete the Indicator 14 Rubric and provide results to the Lead Agency. As needed TN will review results and address progress, slippage, and/or improvement activities as required during APR clarification period.

Attachment 2 – State Memorandum

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION

| **PHIL BREDESEN**
GOVERNOR | DIVISION OF SPECIAL EDUCATION
5TH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380 | **LANA C. SEIVERS, Ed.D.**
COMMISSIONER |

MEMORANDUM

TO: **Tennessee Part C Early Intervention Service Providers and Stakeholders**

FROM: **Joseph Fisher, Assistant Commissioner**
            Tennessee Department of Education, Division of Special Education

RE: **Correction of Non-Compliance with Provision of the Individual's with Disabilities Education Act**
            (IDEA)

DATE: **November 28, 2005**

It has come to my attention that additional written clarification is required regarding the timeline for correction of areas found to be non-compliant with Part C of the IDEA through the State's Part C Continuous Improvement Monitoring Process (CIMP). The Department of Education has implemented a re-designed CIMP process for the Part C system with an established set of Indicators that were identified by a broad group of stakeholders in the State's Part C system. Under this revised monitoring approach, <u>all</u> Indicators in the Self-Assessment document are considered "Compliance" Indicators. Unlike the previous monitoring process, no "best-practice" indicators have been included.

In the initial phase of the CIMP process designated personnel from the Division of Special Education (DSE) and TN Division of Mental Retardation (DMRS) provide training and technical support to local entities in conducting a thorough Self-Assessment based on the established indicators. Within the Self-Assessment document, "Guidance" items are provided for each indicator to support the determination of whether or not the entity is in compliance with that indicator. Some guidance items have been identified as "critical" to the determination of compliance with the indicator. Data <u>must</u> be provided related to those items to support the conclusions of compliance or non-compliance with the Indicator.

Through the Self-Assessment, indicators that cannot be verified to be compliant require the development and submission, along with the Self-Assessment Report, of a Program Improvement Plan (PIP) describing the actions that will be taken to bring the entity into compliance in the identified area. The PIP must address the specific critical guidance item/s contributing to the non-compliance. **Any indicator that is determined to be non-compliant with IDEA <u>must be corrected within one calendar year of identification</u>**. The date of "identification" of non-compliance is defined as the date that the PIP is approved by DSE/DMRS validation team.

Upon receipt of the Self-Assessment Report and PIP by the Department, the DSE/DMRS monitoring validation team will conduct a desk-audit to review the conclusions drawn in each Self-Assessment in light of procedures and data utilized to

support the decision making process. The validation team may determine that sufficient information is available to support approval of the Self-Assessment and PIP based on the desk audit.

However, the validation team may also request additional verbal or written clarification or they may determine that there is need to make an on-site visit to validate conclusions drawn in the self-assessment process. In some instances, the validation team may deem it necessary to conduct focused monitoring in a particular area of concern related to compliance. Progress on PIPs will be monitored through the submission of APRs or interim reports as deemed necessary.

I trust that this will provide sufficient clarification of any questions regarding the State's Part C CIMP process, the requirement that identified non-compliance with any CIMP Indicator must be rectified within one calendar year, and the definition of what constitutes the date of "identification" of non-compliance. Should you require further information on this issue, please contact Catherine Goodwin, DSE Part C Monitoring Coordinator at 615.253.4521.

ATTACHMENTS submitted with revised SPP February 1, 2007

Attachment 3.1 TN Child Outcome Summary Form at Entrance Directions for Completion

Complete this form for every child birth through five who enters the Part C or Part B preschool system, beginning with the initial IFSPs/IEPs developed 8-15-06 and thereafter. Do not complete a form for a child who is new to the TEIS or LEA district who received Part C/ Part B preschool services in another district.

Complete the form as follows:

1. **TEIS or LEA** – TEIS or LEA district name
2. **Initial IFSP or IEP Date** – Fill in the date of the initial IFSP/IEP, which is also the date the child summary form is completed.
3. **EI Program Setting or LEA School –** List the EI program setting or LEA school where the child is receiving services. For a child receiving services in multiple settings, list the primary service setting.
4. **Service Coordinator/Teacher** – List the Service Coordinator for Part C, and the Teacher, SLP, or case-manager for Part B.
5. **Child's Name** – Child's full name, including middle name or initial
6. **DOB** – Child's date of birth
7. **R – Race –** Enter **A** for Asian, Pacific Islander, **I** for American Indian, **H** for Hispanic, **B** for Black, and **W** for white
8. **Gender –** check male of female

At the initial IFSP/IEP meeting, after reviewing and discussing all current information about the child, including all assessment/evaluation information, present levels of performance and all pertinent information, the team should, as a group, consider the three child outcomes questions. At this time the team will complete the child outcomes summary form.

Questions 1a, 2a, 3a: Circle only one number for each outcome. Definitions for
the scale points are provided at the end of the instructions. Other sources of information to make this determination may be used, including the Tennessee Early Learning Developmental Standards, and observations. All information used to support an outcome determination must be documented in the present levels of performance section of the IFSP or IEP.

Keep a copy of the completed outcomes form in the child's record with the IFSP or IEP, and submit a duplicate copy to your district office, following the submission procedure your TEIS office or school district has established.

Further information on making outcomes determinations may be obtained in the Instructions for completing the Child Outcomes Summary form provided by the Early Childhood Outcomes Center, dated 4-20-06.

State Performance Plan: Part C

Attachment 3.2 Tennessee Child Outcomes Summary Form at Entrance

Complete this form for every child birth through five at the initial IFSP or IEP meeting.

TEIS/LEA_____   Initial IFSP/IEP Date_____

Program/School_____   SC/Teacher_____

Child's Name_____ ____   DOB_____R___M__F__

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Thinking, reasoning, remembering, and problem solving*
- *Understanding symbols*
- *Understanding the physical and social worlds*

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)*
- *Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)*
- *Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)*

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Tennessee Department of Education, Division of Special Education, modified from ECO child outcomes form 7-06.

Attachment 4.1 TEIS Survey Introduction Letter to Parents

STATE OF TENNESSEE

DEPARTMENT OF EDUCATION

PHIL BREDESEN   DIVISION OF SPECIAL EDUCATION   **LANA C. SEIVERS, Ed.D.**
GOVERNOR   7TH FLOOR, ANDREW JOHNSON TOWER   COMMISSIONER
                          710 JAMES ROBERTSON PARKWAY

MEMORANDUM

TO: Tennessee's Early Intervention System (TEIS) Parents

FROM: Jamie Thomas Kilpatrick, Director
         Office of Early Childhood Programs, Division of Special Education

RE: Tennessee's Early Intervention System Parental Quality Surveys

DATE: November 2, 2006

The support for implementation of Tennessee's Early Intervention System is provided in part by funding from the federal Office of Special Education Programs. Tennessee's Early Intervention System is seeking your involvement in gathering family perceptions about the early intervention system in Tennessee. In an attempt to best implement this management initiative, we are asking for your assistance. Therefore, we would like for all of you to be aware that the attached survey will be mailed to you with a self-addressed stamped envelope. Please help us in implementing this important measure of the systemic success.

*   TEIDS technical assistance staff will gather your input and perceptions on the system, especially on areas where the system meets family needs.

*   Participation in these surveys is strongly encouraged, because these data will be used to shape future improvement activities.

You have an opportunity to be involved with program measurement. Please return your results in the contained envelope.

As always, we value and appreciate your commitment to helping the State of Tennessee with the implementation of TEIS.

Attachment 4.2 NCSEAM Survey Bank of Items

NATIONAL CENTER FOR SPECIAL EDUCATION ACCOUNTABILITY MONITORING
Early Childhood Parent/Family Participation Survey

INFORMATION ABOUT MY CHILD
Race / Ethnicity
White
Black or African - American
Hispanic or Latino
Asian or Pacific Islander
American Indian or Alaskan Native
State of Residence
Version C2
Child's Age at Time of Survey Completion
Birth to 6 months
6 - 12 months
12 - 18 months
18 months - 2 years
2 - 2 ½ years
2 ½ - 3 years
Over 3 years
Child's Age Upon Referral to Early Intervention
Birth to 6 months
6 - 12 months
12 - 18 months
18 months - 2 years
2 - 2 ½ years
2 ½ - 3 years
Over 3 years
Please select all areas in which your child has special needs:
Understanding and using language
Learning and cognition
Social skills / behavior
Emotional
Adaptive skills
Physical / movement
Health / medical
I completed the survey independently OR
I completed the survey as someone read the items to me.
Select one of the following:
I read or heard the items read in: English Spanish Another language
SURVEY ADMINISTRATION
-Learning and cognition
Impact on My Child
Over the past year, early intervention services have had a positive
impact on my child's progress in the following areas:
-Social skills/behavior
-Understanding and using language
-Physical/movement
-Emotional
-Adaptive skills
-Health/medical
Very Strongly Disagree

Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Over the past year, early intervention services have helped me and/or my family:

Impact on Parents and Families

- feel more confident in my skills as a parent.

- be more optimistic about my child's future.

Draft

Page 2 of 5

Over the past year, early intervention services have helped me and/or my family:

Impact on Parents and Families (cont.)

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Version C2

- feel that I can handle the challenges of parenting a child with special needs.
- feel that I can get the services and supports that my child and family need.
- feel that my child will be accepted and welcomed in the community.
- feel that my family will be accepted and welcomed in the community.
- improve my family's quality of life.
- participate in typical activities for children and families in my community.
- cope with stressful situations.
- get the services that my child and family need.
- be able to evaluate how much progress my child is making.
- communicate more effectively with the people who work with my child and my family.
- do things with and for my child that are good for my child's development.
- help other children in my family (if there are other children) adjust to
their brother's or sister's special needs.
- find information I need.
- know about services in the community.
- know where to go for help or support to meet my family's needs.
- know where to go for help or support to meet my child's needs.
- figure out solutions to problems as they come up.
- be more effective in managing my child's behavior.
- make changes in our family routines that will benefit my child with special needs.
- do activities that are good for my child even in times of stress.
- keep up friendships for my child and family.
- understand how the special education system works.
- know about my child's and family's rights concerning special education services.
- understand the roles and responsibilities of the people who work with my
child and family.
- understand my child's special needs.
- feel that my efforts are helping my child.
- understands the unique needs of my child and family.
- respects my culture and language.
- acknowledges my family's efforts.
- answers my questions.
- is good at working with families.
- is knowledgeable and professional.

My service coordinator:
Service Coordinator
- respects my family's values.
- shows a willingness to learn about the strengths and needs of my child and family.
- understands my child's behavior.
- is available to speak with me on a regular basis.
- is easy to contact.
- is willing to meet and work with other people important to my family.
- helps me find solutions to the challenges my family faces.

Draft

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Service Coordinator (cont.)

My service coordinator:
- recognizes the good things I do as a parent.
- does what he/she says he/she is going to do.
- does everything he/she can do to help my family get the services we need.
I have a good working relationship with my service coordinator.
If I am not satisfied with a service, I feel I can tell my service coordinator what I think without negative consequences for me or my child.
If I disagree with a decision about services for my child or my family, I (would) feel comfortable discussing this with my service coordinator.
- show a willingness to learn about the strengths and needs of my child and family.
- understand my child's behavior.
- understand the unique needs of my child and family.
- recognize the good things I do as a parent.
- do what they say they are going to do.
- are willing to meet and work with other people important to my family.
- help me find solutions to the challenges my family faces.
The early intervention service provider(s) that work with my child:
Service Providers
- are available to speak with me on a regular basis.
- respect my culture and language.
- acknowledge my family's efforts.
- answer my questions.
- are knowledgeable and professional.
- are easy for me to talk to about my child and my family.
- respect my family's values.
My family's needs (such as transportation, child care, etc.) were considered when planning for my child's services.
I was given an opportunity to discuss the evaluation.
I was given all reports and evaluations related to my child prior to the IFSP meeting(s).
I felt part of the decision-making process.
My view of my child's development was considered.
IFSP meetings are scheduled at a time and place that are convenient for me.
I was offered help I needed, such as child care services or transportation, to enable me to participate in the IFSP meeting(s).
Everyone at the IFSP meeting(s) was introduced to me.

Developing the Individualized Family Service Plan

People at the meeting discussed my suggestions and ideas.

My questions about early intervention services were answered.

My family's schedule and daily routines were considered when planning for my child's services.

I was asked to share what I believe are my child's needs and strengths.

The IFSP reflects my hopes and dreams for my child.

The IFSP is keeping up with my family's changing needs.

Draft

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Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

- my child's developmental needs.

My family was given information about:

- how different interventions or therapies would benefit my child.

- activities that I could do with my child in our everyday lives.

- modifications of routines, activities, and the physical setting that would help my child in different environments.

- how to communicate effectively with professionals and agencies.

- positive discipline methods I can use with my child.

I was told who to call if I had questions about any materials I received.

The written information I receive is in a language I understand.

Information Exchange

The written information I receive is clear to me.

Receiving Early Intervention Services

I was given choices concerning my family's services and supports.

Someone from the early intervention program visited my home to give me ideas on helping my child at home.

I receive advance notice of upcoming IFSP meetings.

My child receives services in the setting that we prefer.

My child receives services in settings where children without special needs participate.

I receive regular communication about my child's development.

I know who to call if I have problems with the services and supports my child and family are receiving.

It was fairly easy to get the services written on our IFSP.

The services on our IFSP have been provided in a timely manner.

Someone from the early intervention program helped me get in touch with other parents for help and support.

Someone from the early intervention program helped me get services like child care, transportation, respite care, pre-school programs, WIC/Food stamps, etc.

An interpreter is available for meetings if I want one.

If I disagree with a decision about services for my child or my family, I (would) feel comfortable discussing this with someone in the early intervention program.

If I am not satisfied with a service, I feel I can talk about it and people from the early intervention program won't hold it against me or my child.

Early intervention staff expect positive outcomes for my child.

Early intervention staff keep information about my child and family confidential.

I have felt part of the team when meeting to discuss my child.

I have a good working relationship with my child's service providers.

Early intervention staff asked:
- what I thought could be done to improve services for my child.
- whether the services and help my family was receiving were meeting our needs.
Any changes in personnel working with my child were discussed with me prior to the change.
Draft
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Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree
Information Exchange (cont.)
My family was given information about:
--Thank you for your participation.--
- whether other children in the family needed help in understanding the
needs of their brother or sister with a disability.
- whether I wanted help in dealing with stressful situations.
My family was asked:
- how to access different programs and services in the community.
- community programs that are open to all children.
- organizations that offer information and training for parents, for example, Parent
Training and Information Centers, Family Resource Centers, disability support
groups, etc.
- different people's roles in the early intervention system.
- where to go for help or support if I feel worried or stressed.
- my rights as a parent of a child who is eligible for early intervention services.
- how to request additional assessments if I think they are necessary.
- who to call if I am not satisfied with the services my child receives.
- what my options are if I disagree with a decision about my child's services.
- different programs or places where my child could receive services.
- support groups for parents.
I was given information about the public school system's programs and services for
children age three and older.
I was given help throughout the transition process.
I was encouraged to participate in the transition planning meeting.
The concept of Least Restrictive Environment / Inclusion was explained to me
when we discussed preschool special education.
Transition
Before my child's third birthday, a meeting was held to discuss various service and
program options for my child.
I have been given information or reports about plans to improve early intervention
services.
I am working with others to improve the early intervention system.
Efforts to Improve the Early Intervention System
I have been asked for my opinion about how well the early intervention services my
child and family receive are meeting our needs.
The early intervention program regularly evaluates whether early intervention
services are effective.
The early intervention program regularly holds public meetings to gather family input
on early intervention services.

Attachment 10.1 Table 4
Report of Dispute Resolution Under Part C of the IDEA 2005-2006 Data

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	3
(1.1) Complaints with reports issued	3
(a) Reports with findings	3
(b) Reports within timeline	3
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	0
(2.1) Mediations	Calculated Value
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	0
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0
Specify timeline used (30 day Part C, 30 day Part B, or 45 day Part B):	Select on DP Hearings Worksheet